

THE SCHOOL JOURNAL

The National Representative Organ of Progressive Education

PUBLISHED MONTHLY EXCEPT JULY AND AUGUST BY
THE SCHOOL JOURNAL PUBLISHING CO., Inc.
Educational Building, 70 Fifth Avenue
NEW YORK CITY

E. G. RICH

W. J. CARSON

Entered as Second Class Matter at New York, N. Y., Post Office.

Founded 1874

\$1.25 PER YEAR IN ADVANCE
15 CENTS PER COPY
Canadian Subscription, \$1.45 per year, 20c.
per copy, including postage.
Foreign Subscription, \$1.55 per year, 30c.
per copy, including postage.

Subscriptions may be sent to the Publisher,
or will be received by all Booksellers and
Newsdealers. Remit by express, draft,
money order, or registered letter. Foreign
subscriptions should be sent by money order
payable to THE SCHOOL JOURNAL PUB. CO.,
INC.

VOLUME LXXXI

OCTOBER, 1914

NUMBER 9

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Norway, the Land of the Independent.

The very conformation of the land makes nests for men, but makes large communities and cities impossible, says a writer in the October *Scribners*. The geography of the country is its history, if one has eyes to see. The Viking, the individualist, the independent, the democrat, the man who looks in upon himself for his laws and his religion, for his habits and customs, came from here and inoculated the Anglo-Saxon world with his haughty independence, his unquenchable love of liberty, his untamable confidence in himself. He never learned to fashion his beliefs or his conduct, he never learned to bow his head to "What will other men say?" "What will other men say?" is the tyrant of the Latin races, but here a man looked to the sky, to the sea, to the mountains for his signs, portents and warnings, and they taught him truth, freedom, independence. The enforced solitude, the long days of darkness, turned his thoughts in upon himself, and left him with his own soul as the only constituency he need consult. His great gifts to the world were born and nurtured here, on these tiny islands of land, carved out by the sea, walled in by the mountains, so hemmed in indeed that often one must lie on one's back to see the sky. The man who was to do more than any other to make public opinion a wholesome thing was bred here where public opinion was unknown.

Out of solitude have come the men and the thoughts that have mastered the world, Buddha, Confucius, Jesus of Nazareth, Mohammed, and from these northern solitudes the men who have demanded for themselves in England and America freedom of belief, and the right to be governed by themselves. The echo of their philosophy is heard again in one of the last of them, Ibsen, in his: "The most powerful man in the world is the man who is most alone." No man to-day masters himself or helps others to self-mastery who cannot contrive to make a Norway for himself in this busy chattering world.

We welcome to our list of exchanges a new state educational periodical in "The Public Schools," published in the interests of Colorado and the west. The September issue sets a high standard of excellence which serves as an indication of the merits to be expected in the future.

Milwaukee and Grand Rapids have established classes for the training of teachers of public school music. The number of such courses has been extremely limited while the demand for thoroly trained teachers has been increasing rapidly.

New York City schools have a "docent," as far as we are aware, the first in the country. The docent, Miss Helen Greenleaf, is to act as a co-operating agent between the city's art museums and the schools in an effort to get the children into the museum habit and thus aid the teaching of art in the schools.

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The School Journal

VOL. LXXXI

OCTOBER, 1914

No. 9

Editorial Staff

E. G. RICH

WILLARD S. SMALL

MONTANYE PERRY

EDITORIAL POINT OF VIEW

Neutrality in the Schools

We fail to appreciate the attitude of many superintendents in keeping all discussion concerning the war out of the schools. The study of current events, as has been recognized generally, is the most far-reaching subject in the development of the general culture of the pupils. The war has a value in its relation to the study of geography, and especially history in the making. This war is undoubtedly the greatest event in history which will take place in the lives of most of our children. By neglecting this subject the schools would miss a great opportunity for live work. Of course, neutrality should be respected. There is no need for the introduction of any controversial matter. We doubt whether there is anyone in the country able to state definitely the cause of the present European conflict, and we are sure that there are few teachers who would wish to enter debatable ground in any discussion. But we do insist that here is a chance, neutrality being observed, for some of the most effective teaching that has presented itself.

The attitude of superintendents throughout the country is worthy of consideration. Superintendent Maxwell, of New York, has the facts presented simply as facts. In St. Louis and Philadelphia all mention of the subject is forbidden. Superintendent Davidson, of Pittsburg, urges the teaching of the facts of geography and history as far as they can be learned. Syracuse and Albany permit war discussion. Chicago also permits the teaching of the geography of the war.

But the need for neutrality can well be seen by examining the racial make-up of the average school system. Every nation now at war is represented in our schools, and antagonism must not be aroused. But why relegate the discussion to the playgrounds and streets, where the talk, to say the least, will be without the calm leadership of the teacher to prevent discord? The best suggestion we have seen comes to us from Chicago, where it is proposed to make the news of the present conflict a basis for work in peace, and try to begin the long task of removing the obsession of war from the public mind. There has certainly never been a time when the doctrine of universal peace could be taught more effectively and thoroly.

War and the English Schools

The English schools are having many and difficult problems to meet as a result of the war. Many school buildings have been taken for use as hospitals and other purposes by the military authori-

ties. The number of teachers who have enlisted and are now at the front is uncertain, but it must be considerable. Over seven hundred teachers in London alone have enlisted, and battallions for teachers have been formed. The places of many of these teachers are being taken by their wives and there seems to be a great increase of married women in the teaching forces. This has necessitated the placing of women teachers in schools for boys, an innovation in England.

The schools are also doing a large amount of relief work. At one time since the war began over 70,000 children were being fed in the London schools. In order that the schools may be prepared for any emergency all the schools furnished with equipment for cooking have made arrangements to feed the children who are destitute. A large number of Belgian children, refugees, have already found their way into the London schools. Many of the women teachers in London have adopted Belgian children who have lost everything in the war. In some schools funds are being raised for these children, so that they may continue in their educational development.

The English colleges and universities are in a somewhat uncertain state. They will all probably open, for many of the students are too young to join the troops, but the enrollment will probably be materially decreased. At Oxford the number of students will probably be less than half of the usual number, for over a thousand students are now enlisted in the army as officers. A number of the colleges at Oxford are being used as barracks, the athletic grounds as drilling fields, and other buildings as hospitals.

Foreign Languages in the Grades

That our elementary schools should teach foreign languages and do not has always seemed to us a great defect of our system of education. Of course, in some school systems a foreign language has been introduced at the request of parents, but there has been no universal tendency nor emphasis upon this movement. Such work as has been done has not fitted definitely into the general scheme. Of course, there are exceptions, such as Milwaukee, where the work in German in the grades is excellent, and many communities by law have to furnish language instruction upon demand. But the point we make is that the teaching of foreign languages is not recognized as a necessary and vital part of grade work, as should be the case. Furthermore, we fear that the present enthusiasm for vocational training, necessary and desirable as that is,

may postpone any movement which may have been developing for making this improvement in our courses of study.

It is well recognized that the best age at which to begin the study of a foreign language is between the tenth and twelfth years. If the formal study is begun earlier very little is gained. If such study is begun at the age mentioned the pupil may take up other languages at intervals and make astonishing progress by learning readily and with speed far beyond those who have begun their language work at a more advanced age. Students who begin late are tremendously disinclined to go thru the constant practice by which alone success is attainable. He grasps the English text, but does not go on and really assimilate the foreign expression. The necessary simplicity of the elementary text also repels him. The pupil at the age of ten or twelve, however, is attracted by the novelty of what he learns, enjoys his power of expression and understanding in the new medium, and the dramatization of himself as an ancient Roman, Frenchman, or German. Neither does he believe himself superior to the content of the first simple lessons. Once started in such work he goes on and acquires other languages with facility and enthusiasm. Again, we believe that such language training would have an astonishing effect upon the child's English work by increasing his vocabulary and facility of expression, besides creating a sense of style.

We appreciate fully the difficulty of securing satisfactory teachers for such work, but at the same time we are creating a corps of teachers in new subjects constantly, such as for backward children, trade work, etc., so that the difficulty is not insuperable. Our instruction in languages is far behind that in England and Europe, and to one who is familiar with the extraordinary facility in language of the average European trained student our weakness in this work is not only apparent, but at times humiliating.

The Rockefeller Influence Again

The Bureau of Municipal Research, which conducted the investigation of the New York City public schools, is again in the limelight thru the resignation of the director, Dr. William H. Allen. Dr. Allen states that he was urgently requested not to take this action, but to "humor the wish of Mr. Rockefeller and others to eliminate the bureau from the New York City school fight, i.e., the fight to secure democratic, progressive, informed management of New York City's school system. Dr. Allen has issued a pamphlet going thoroly into conditions. After going into the financial history of the bureau, he writes:

"The Bureau of Municipal Research cannot afford to owe its existence to Mr. Rockefeller enthusiastic; much less can it afford to owe its existence to Mr. Rockefeller imposing restrictions."

Then, after discussing the advisability of accepting the proposed restrictions as against suspending operations temporarily, Dr. Allen wrote:

"We have frequently been charged with being agents of 'Wall street,' 'capital,' etc. We have

always had a conclusive answer. Personally I do not believe that we shall ever again have a conclusive answer after the world knows that the bureau men are being paid out of funds given with the proposed restrictions.

"It is not without significance that this offer of Mr. Rockefeller came the very day we placed in his hands the proof that an attack upon the Bureau of Training Schools written by one of his General Education Board agents was 'not a criticism, but a disparagement.'"

Thoughtful people will view the situation here outlined with considerable alarm. In view of the attacks made on the Rockefeller foundation, an outline of which appeared in the September number of THE SCHOOL JOURNAL, it is decidedly unfortunate for the Foundation that such a controversy has arisen. The field of usefulness which it can cover will be considerably circumscribed by a continuance of such reports. While the work which it might do is undoubtedly large, there must be no indication that Mr. Rockefeller, or any one individual, has the power to shape educational movements.

The Death of A. M. Kellogg

The death, on October third, of Amos M. Kellogg, the founder and first editor of THE SCHOOL JOURNAL, marks the passing of one of the founders of educational journalism, and one of the missionaries of educational improvement in America. To the present generation of educational workers, scientifically trained in pedagogy, psychology, and school administration, familiar with education as a well-recognized profession, the necessity of the crusading spirit which actuated the older leaders is well beyond belief. But it was such a spirit which induced Mr. Kellogg to enter educational work and to found the various educational papers thru which he endeavored for so many years to raise the standards of teaching, to secure the position of teaching as a profession, and to improve the methods of the past. When he started his great work the old A. B. C. method of teaching was still in force. Learning by rote was the established custom. The doctrines of Pestalozzi were just beginning to be known. Corporal punishment was a matter of course. Manual training was a thing of the future. Professional training of teachers was hardly worthy of the name. Barnard and Sheldon were just starting their reforms. Colonel Parker was as yet unknown. Thru his writings and thru his educational periodicals Mr. Kellogg played no small part in bringing their efforts to the attention of the educators thruout the country.

In 1876 he established *The Teachers' Institute*, the first method magazine for the teachers, most of whom were yet untrained in methods by normal schools. The circulation of this magazine, together with THE SCHOOL JOURNAL and *Educational Foundations*, established later, was enormous, and the part they played in bringing to teachers the work for education of Froebel, Payne, Comparye, and Spencer cannot be overestimated. These were the times when pedagogical literature, measured by our present standards, was small and comparatively

unimportant, and it was to papers such as Mr. Kellogg published that the teachers had to look for instruction and inspiration. He also published a number of monographs on education, which had a wide sale. His book of *Manual Training* is said to have been the first book on this subject published in America.

Mr. Kellogg was born in 1830, and was graduated from the Albany State Normal College in 1851. After teaching in various normal schools in New York, New Jersey, and Michigan, he founded *THE SCHOOL JOURNAL* in 1874, and remained its editor until 1904. In addition to his other papers, he wrote over twenty books on educational topics.

Only one who had the privilege of personal contact with Mr. Kellogg can understand the almost religious fervor with which he approached all matters of educational moment; how to him education was a cause worthy of his every effort; that his whole thought in publishing news or methods was to benefit the teaching profession. The changes which he saw take place in American education were great, but there is hardly a reform which has come about to which he did not contribute material support. Always holding high ideals himself, he inspired those with whom he came in contact with something of the same zeal and fervor. As a pioneer and missionary spirit American education owes much to him.

Effects of Athletics

While we heartily believe in athletics, we also believe that the time will come when they will be completely reorganized in schools and colleges. If examined in a critical and constructive spirit by educational authorities we believe that drastic changes would be made at once. This fall superintendents are facing the problem of football, but altho they probably realize that harm is being done to many of their immature boys they have not information sufficiently definite to overrule the sentiment of the community. A leading director of athletics has recently praised the game as giving the same doggedness and courage and ability to stand pain as war. If this is the defence of the game it is to be hoped that we shortly reach such a state of mind that we will not strive to educate for qualities in which the barbarous savage must surpass us. Another trainer of athletes states that football and similar violent exercises are almost criminal for the young. Such strenuous exercise exhausts almost all the organs, and a dilated heart is the natural result of the unreasonably prolonged tension of such games. A cursory examination of the members of the average high school football team will show in general an awkward, clumsy posture. Altho the season for the game is very short, yet this strenuous physical work develops an habitual kyphose of the spine, round shoulders, a drooping head posture, and a sunken thorax. We need say nothing about the danger of serious injury; that has been too well illustrated by a succession of accidents from year to year.

In this connection the decision of the University of Wisconsin to abolish rowing on account of the bad effects of the exercise upon the hearts of the oarsmen is of special moment. As a result of an

investigation by the medical faculty a large number of crew candidates were found to have developed hypertrophied hearts. Twenty of twenty-three "varsity" men and twenty-eight of fifty-six freshmen revealed this condition. It is not to be supposed that this is a state of affairs peculiar to the state of Wisconsin, and other colleges would do well to have the matter investigated in a similar professional way.

Academic Freedom of Speech

We note with regret the reports which have been circulating in the newspapers that a Harvard graduate has announced that he will withhold a proposed gift to Harvard University unless Professor Muensterberg is removed. Probably no university has stood more strongly for freedom of speech on the part of its professors than has Harvard, and no one knowing its spirit will believe that any threat of this nature will have the slightest effect or influence. We are, however, in a position to state that for a long time there has been a feeling among graduates of Harvard that Professor Muensterberg has abused the freedom of speech which has been a tradition of the institution, and that he has too often taken a position which has made him appear to many outsiders as the official spokesman of the university. This feeling has aroused intense resentment on the part of the graduates, and this feeling has been intensified by the belief that he has drawn the name of the university too obviously into the controversy over the present war. On this same ground one of the Harvard magazines has criticized President Eliot for his activity in publishing comments and matter which from its very nature is controversial. As a matter of fact, from a survey of the editorial comments thruout the American press we feel that the public at large resents the attitude of many professors, who, using their official positions as a foundation for speaking with authority, have uttered intemperate and prejudiced sentiments. Indeed, it has been said freely that the type of mind which many of them have shown is obviously far removed from the scientific and scholarly attitude which a teacher of youth is supposed to possess. We believe that the display which many of our supposed educational leaders have made will do much to weaken the influence of the colleges in lines which concern primarily the business of education.

A Correction

In a recent article dealing with the geography of Maine *THE SCHOOL JOURNAL* stated that there are but three colleges in that state, entirely omitting Colby College, one of the oldest and best known of the New England colleges. As a matter of fact, Colby goes back beyond the history of Maine, for when its first charter was given, in 1813, it was issued by the General Court of Massachusetts to "The Maine Literary and Theological Institution." Grants of land were made to this new institution in the "District of Maine," and in 1818 a site was selected at Waterville, where the college has remained and prospered. In 1821 Maine had become a separate state, and the legislature of the new commonwealth changed the name of the college to

Waterville College, and granted certain funds for library purposes and for the aid of deserving students. Thus in a way the future Colby College was a state institution, but it did not receive this name until 1890, altho in 1867 the name was changed to Colby University. The institution has always been essentially a college, and has held closely to the academic traditions, which have made the small colleges of such vital influence in the development of the country and in changing its intellectual life. Colby College as early as 1871 admitted women to its classes on equal terms with men. With years the student body has increased in number, and at present over four hundred students are in residence.

The Horrors of Peace

Probably in the majority of school systems some work is done in the promotion of the "safety first" movement. In the furtherance of such work, and indicating the necessity for constant instruction and emphasis upon it, all superintendents should consider the following facts. Many of us have probably begun to feel that the movement for a sane Fourth of July has been won, and perhaps the emphasis upon it has decreased somewhat. But the facts for the past holiday indicate that there must be no relaxation in working for this reform. The figures gathered annually by the *Journal of the American Medical Association* have just been published, and the results of the Fourth of July celebration are still alarming. This year three boys died from lockjaw as the result of holiday injuries; sixteen persons, mostly children, were burned to death as the result of fires caused by fireworks; five were killed by firearms, six by explosions of gunpowder, guns, or torpedoes, four by cannon, and five died from blood poison. The total number of deaths attributable to the Fourth of July is forty, and the number of injured is 1,466, making a total of 1,506 accidents. Among those injured but not killed, thirty-six were totally blinded, thirteen lost one eye each, sixteen lost legs, arms, or hands, and sixty-seven lost one or more fingers.

Unfortunately this record is worse than last year or the year before. In 1913 only thirty-two persons were killed and 1,131 injured, and in 1912, while forty-one were killed, only 947 were injured. Pennsylvania had about twenty-five per cent. of the accidents of the entire country. New York doubled the number of last year, as did Illinois. Massachusetts and Connecticut had the most since 1910. Missouri, Nebraska, Ohio, and Washington decreased their accidents to a marked extent.

During the twelve years since these statistics have been collected, 42,786 persons have been injured thru Fourth of July accidents. Of these 1,832 have been killed. The results of wise regulations have shown that the evils traditionally connected with the Fourth of July can be abolished and the schools owe a considerable duty in bringing about this end.

Text-Book Facts

The subject of text-books is one which can be approached by one familiar with the controversies which it has caused only with reluctance and hesi-

tation. In no subject connected with school management and administration has there been so great an amount of misleading information, biased judgments, and ill-considered thought and legislation. But at the present time there are evidences, which should be welcome to us all, that in many localities there is a slight return to sanity, and that there may be a prospect of this ever-troublesome subject being brought to some sort of reasonable basis.

Much of the controversy which has occurred has been due to the fact that the administrators of the schools have been practically driven from the field of discussion, for the preservation of their scholastic lives. The labor agitator, the professional politician, the professional lobbyist, and others with axes to grind have placed the subject in such an unwelcome light that few educators have had the temerity to present rational ideas based upon the needs of the schools and a system of intelligent handling of the problem. As a result, a greater part of the published statements about school books have been biased, and usually without any foundation in facts. Wherever an educator has dared to try to protect the best interests of the schools he has at once been assailed as an agent of the "book trust," a phrase of obliquity without any definite meaning, and his position has at once been endangered and his sphere of influence circumscribed. In one of the larger states the question of state adoption was being discussed a few years ago, and the advocates were circulating the common tales of the immense sums being stolen from the people in the purchase of text-books. A professor in a leading university dared to place real facts and figures before the legislature, facts which his opponents could not controvert, but the latter at once began a campaign of defamation which might have had serious consequences, but, as it happened, the institution with which he was connected stood for some degree of academic freedom. It is inconceivable that the schools of Kansas would ever have been handicapped by its present ill-considered text-book law unless the teachers of the state had been intimidated by the campaign of abuse waged by politicians and others. It is a welcome sign that they have at last been driven to protest, and that some of the better newspapers of the state have given them support. To what extremes the Kansas legislators have gone is best illustrated by the fact that practically no supplementary reading material can be used under penalty of fine and imprisonment. Teachers who are getting the best results in reading often use as many as a dozen sets of readers, but successful methods would apparently mean jail in Kansas.

During the past two years there has been a decided tendency towards free text-books thruout the country. Probably this movement is not especially welcome to the publishers, but it would seem that it might result in making the book question less prominent, or, rather, give it the relative place in administration to which it is entitled. The enthusiasm of agents and publishers have, it cannot be denied, given too great emphasis to books, altho we feel that the success of many educational movements for the betterment of the schools

has received great impetus from the energy and progressiveness of the publishers. A resume of the text-book legislation for the past two years shows much of interest.

The state constitution of California provides for the distribution of free text-books, and, in accordance with this provision, an appropriation has been made for the purpose of printing and furnishing free text-books. Arizona and Nevada have also adopted free text-books. In Arizona books become the property of the pupil on completion of his course. In Missouri, Montana, North Dakota, and Oregon optional laws with regard to free text-books have been adopted. It is left to the voters of the district to decide whether free books are to be furnished the pupils or not. In New York the matter of the adoption of free text-books has been referred for investigation to the Commissioner of Efficiency and Economy. Louisiana has provided for a limited number of free text-books. Montana and Kentucky have established state text-book commissions, and Indiana has provided for the state uniformity of high school books.

The state of Georgia has recently conducted an investigation of the text-book question under the direction of State Superintendent M. L. Brittain, and its conclusions are worthy of general attention. This investigation was started as a result of an article published some time ago in a national periodical, and which was given wide prominence, altho the article, in view of its many mis-statements of facts, should have had nothing but general condemnation. On the important question of the annual expense of books, the report reads as follows:

"Perhaps, also, it is due to give the results of our effort to find, approximately, at least, about the amount of money expended for school books in this state, especially since many widely divergent estimates and statements on this subject have been given to the public. So far as the elementary schools are concerned, the sworn figures of the dealers are to the effect that the total sales for the regularly adopted texts during the past ten years are a little less than \$150,000 annually. The report of the United States Commissioner of Education shows twenty millions of pupils in the schools of this country and the total expenditure of not quite seven millions of dollars for school books, thus confirming the Georgia figures. In Pennsylvania, for instance, the books are bought by Boards of Education and furnished free to the children; the law requires under such circumstances a complete report of the cost of books thus furnished. Since the books are free, any variation would naturally be that more books would be used, and the expenditure would be correspondingly greater in Pennsylvania than in Georgia, to say nothing of the fact that the former state has more per capita wealth. The enrollment of pupils for the year ending June 30, 1913, was 1,343,055, and the cost of text-books for these pupils was \$1,157,930.27. The average cost per pupil in that State is, therefore, 86.2 cents. Note also that the Pennsylvania law requires free books furnished for high schools and normal schools. High school books are always

more expensive. It is plainly true, therefore, that the cost of books for the elementary grades in Pennsylvania, as well as Georgia, would be much less than 86 cents per capita each year."

We quote this extract at considerable length, as statements have constantly been made that the publishers were making a profit of millions a year from the poor children of this, that, or the other state. In Illinois this has been repeatedly claimed by labor leaders when, as a matter of fact, the total gross school book business has never reached the total of a million dollars.

Of the California plan of publication the Georgia report reads:

The basal books for the public schools do not seem to be placed in the hands of the children much cheaper than with us, to say nothing of the salaries of the officials, the enormous sum invested in the printing plant, and the waste of unsatisfactory books which have been made and thrown away.

The Georgia Commission reported against the Ontario plan of publication, altho the State Superintendent suggested that it be tried out with certain books with a "local coloring." This Ontario plan has been the cause of considerable discussion, but it is hard to see where anyone would use similar books in this country. Their readers, for instance, are poorly made, contain a relatively small amount of material, and are far from being up to the standards set by our publishers. Their low price is due to two reasons—a part of the expense is borne by the government; another part by a department store for the sake of advertising. Furthermore, the value of elasticity in providing books is an educational point of much moment. But the discussion of the quantitative side is the one which appeals most directly to the public mind, so that any concrete figures, such as those furnished by the Georgia Commission should be given wide circulation to build up a proper public understanding of this subject.

The Theory of Evolution

Some years ago an article in THE SCHOOL JOURNAL on Evolution closed with the statement that the theory carried in itself the probabilities of its own ultimate destruction and supersedure. While the theory of evolution becomes more and more firmly established as time goes on a new evolution is coming to take the place of the theories expounded by Darwin and Spencer. At the recent meeting of the British Association for the Advancement of Science the president, Professor William Bateson, presented a new theory which should interest all who consider philosophy, a theory in many ways different from those of Spencer and Darwin. The evolution taught by Spencer was that of progress from the simple to the complex, from the homogeneous to the heterogeneous. Darwin insisted on the inheritance of variations which would accumulate and become fixed thru natural selection.

The new evolution would challenge both of these fundamental assumptions. It is doubtful whether there is any evidence "that variation in the old sense is a genuine occurrence at all" and whether it is possible to produce modifications in a species by changes

in climate or conditions of life. While the creation of new species is now a common laboratory experiment, yet this is done by the application of Mendel's principles of heredity instead of Darwin's. That is the new plants or animals are made by the crossing of species having severally the desired characteristics and not by the gradual accumulation of minute accidental variations. Thus the variations in the new species are due to the elimination of factors previously present and not by the addition of new factors. According to this view the course of evolution is in the direction of increasing simplicity rather than complexity, contrary to the Spencerian doctrine. Professor Bateson doubts whether there is any case of the origin of species that should not be thus explained by division instead of multiplication. He extends the theory to the higher powers of man and says:

"I have confidence that the artistic gifts of mankind will prove to be due, not to something added to the make-up of an ordinary man, but to the absence of factors which in the normal person inhibit the development of these gifts. They are almost beyond doubt to be looked upon as releases of powers normally suppressed. The instrument is there, but it is 'stopped down.'"

In concluding his address, Professor Bateson said:

"The outcome, as you will have seen, is negative, destroying much that till lately passed for gospel. Destruction may be useful, but it is a low kind of work. We are just about where Boyle was in the seventeenth century. We can dispose of alchemy, but we cannot make more than a quasi-chemistry. We are awaiting our Priestley and our Mendeleeff.

"In truth, it is not these wider aspects of genetics that are at present our chief concern. They will come in their time. The great advances of science are made like those of evolution, not by imperceptible mass-improvement, but by the sporadic birth of penetrative genius. The journeymen follow after him, widening and clearing up, as we are doing along the track that Mendel found."

The Alabama School Survey

To one familiar with educational conditions in the South, more especially in the rural sections, the need for improvement has been obvious and much promotional work has been done in the way of developing public settlement for local taxation, better supervision, consolidation of schools and compulsory education. It has remained, however, for State Superintendent Feagin, of Alabama, to make a great step forward in constructive work by making a complete educational survey of three typical counties as indicative of the general conditions and needs of the entire state. As a result there is now available a definite background of facts, accurately surveyed and verified, so that improvements can be made upon a scientific basis. Southern education will owe much to Superintendent Feagin for this survey which has been worked out in a most careful manner, in the light of the other school surveys which have been made, and the conditions peculiar to the state. The methods, figures and conclusions

make the report of value and interest to all dealing with rural education and also with school examination, as well as the sociologist.

The topics discussed in the report are: Three Type Counties; Population, Literacy and Farming; Economic Conditions; Public Health; General Administration; Teachers; School Buildings; School Grounds; Material Equipment; Values of School Property; Vitalizing Agencies; Games Played by the Children at School; Forms Used. While the Survey was intended chiefly to furnish facts a large number of suggestions are given for the improvement of local conditions. However, to sum up some of the facts discovered the following illuminative conclusions have been drawn.

Out of a hundred average teachers in the average rural county:

- 22 have never taught before.
 - 30 have never been in high school—have never studied beyond where they are expected to teach.
 - 34 possess no professional books.
 - 43 subscribe to no professional magazines.
 - 45 are strangers in the county where they expect to teach, and hence, are, to a certain extent, without county spirit and do not know county conditions.
 - 51 hold third-grade certificates.
 - 63 have never attended a summer school.
 - 70 do not belong to the state reading circle.
 - 80 do not belong to the State Educational association.
 - 80 have never attended a normal school even for a day.
- When these teachers go to teach their forty-one pupils each:
- 19 will have schools without desks of any kind.
 - 41 others will have only home-made desks, while often three pupils will face the teacher from a desk intended for but two.
 - 60 will find unpainted school houses.
 - 65 will teach schools without toilet facilities.
 - 66 will find schools with no idea of sanitary drinking arrangements.
 - 70 will find pictureless walls.
 - 78 will teach without wall maps.
 - 79 will find schools without libraries.
 - 84 will teach in schools with defective lighting.

The Death of Charles Welsh

All familiar with his work on children's literature will learn with regret of the sudden death of Mr. Charles Welsh, the managing editor of The World Book Company. Mr. Welsh was at one time a member of the firm of Griffith, Farran and Welsh, of London, the successors to the famous publisher, John Newberry. In this country he was for years engaged in an editorial capacity with D. C. Heath & Company, where he did much in preparing and issuing vital supplementary reading material for the grades, and later with the International Correspondence School; while at the time of his death he was, as noted, with the World Book Company. His breadth of knowledge and versatility of intellect, combined with his specialized knowledge in his several fields of editorial activity made his work of unusual force in educational endeavor.

A PLAN OF ORGANIZATION FOR CO-OPERATIVE AND CONTINUATION COURSES

WILLIAM WIRT

Superintendent of Schools, Gary, Ind.

[New York City has undertaken the organization of vocational schools, and already has a number in operation. This is the result of a visit of Mayor Mitchell and Mr. Churchill, President of the Board of Education, to Gary and Cincinnati early in the year. As a result of the suggestions gained on that trip Mr. Wirt, Superintendent of Schools at Gary, Ind., and Dean Schneider, of the University of Cincinnati, came to New York, and have made reports on the possibilities of introducing pre-vocational, co-operative, and continuation courses in the New York schools. Such classes are already in session, and Mr. Wirt is to spend some time in their supervision. We present the report of Mr. Wirt in detail, for it not only gives a clear idea of the purposes of the Gary plan, but also shows how that plan may be used in any school system. It is obvious that if the plan works successfully, as it should, that it will solve a problem in finances for many school systems, as well as increase the efficiency of the schools. Mr. Wirt has done an excellent piece of work in this report, and we believe that our readers will appreciate the opportunity to get at first hand the ideas of the man who is the greatest progressive in American education.—Editor.]

Public school ideals have changed during the past ten years. This change has been sudden and in a sense surprising. Many educational leaders, who as radical progressives were instrumental in promoting the new viewpoint, are now considered stand pat conservatives because they are not able at once to completely realize these new ideals of the school.

For a long time the doctrine has been preached that the school should train the heart and the hand as well as the head, that the school should develop social and industrial efficiency as well as scholarship, that the school should teach the art of right living as well as arithmetic, reading and writing. But when the public has at last been converted and demands that the whole child be sent to school and that the needs of all the children be met, the school is overwhelmed with its responsibility. Also the traditional school organization and equipment are found to be inadequate.

Until the public accepted the new ideals the school could not command the resources necessary to develop an organization for the new work. The development of an organization requires time. The new ideals of the school cannot be completely realized by a rule of a board of education authorizing it to be done. Neither can the methods used successfully in one city be transplanted by fiat into another. Each city must develop within itself a school organization capable of meeting successfully its own responsibilities just as an organization must be created for the successful conduct of any business. It is manifestly unfair to condemn the schools for not having done in the past what they

were not expected to do, and would not have been permitted to do. You might as well censure the schools for not building your great aqueduct as to censure them for not giving your children a vocational training. The schools have been expected to teach reading, writing and arithmetic out of books, and with children strapped in straight jackets to fixed seats. If a teacher attempted to use clay modeling for developing concretely a knowledge of geographic land forms, she was accused of wasting valuable school time making mud pies, or of introducing fads into the school.

The public believed that the school hours should be used exclusively for formal text-book teaching. The making of mud pies was approved for the child's play at home, but valuable school time should not be so wasted. In both of these contentions the public was right. But the public was wrong in assuming that the children could be educated sitting in school seats five hours a day working with books for one hundred and ninety days, regardless of what they might be doing the other nineteen hours of the school days and the other one hundred and seventy-five days of the year.

The teacher was right in her contention that the children must have real life experiences to supplement the book study, and that the child must have a chance to use the knowledge gained from books, not only to master the knowledge, but also to understand why he should study the books. The first business of the school is to get the child into a condition to be taught what the school has to teach; the child must have good health, intelligence, reliability, and industry in order to succeed either in the school or out of the school. The traditional school with children strapped to fixed school seats for nine hundred hours a year and loafing in the streets three hours for one spent in school, is not prepared to develop good health, intelligence, industry, or reliability. The teacher knew that she was failing with large numbers of children in the teaching of reading, writing, and arithmetic, and in developing social and industrial efficiency. But she was wrong in thinking that she could give sufficient opportunity for self-activity and concrete experience, and also do the necessary formal teaching in the nine hundred hours school time during the year regardless of the wasted street life of the child.

The public and the teachers now see that the tremendous current of energy expended for the education of the city child is being short circuited through the wasted life of the city street. As long as our city thought was dominated by men and women reared in the country we could not understand the needs of the city child. The principal reason for the great change in the ideals of the school to-day is due to the fact that our city thought is now being dominated by men and women who

were themselves city boys and girls, and understand their needs and their handicaps. They know that the average city home cannot provide a sufficient quantity of wholesome activity at work and play any more than it can provide adequate opportunities for study and academic instruction. They desire a public institution that will be a study, work and play school. They want the school to continue to develop culture and scholarship. They believe that when the wasted time of the street is used for wholesome work and play, supplementing the study hours, the school will be more successful in developing culture and scholarship and also able to fit boys and girls for life. School authorities deserve censure only if they are not now busy developing an organization to get the thing done.

The school classroom day in New York is from 9.00 a. m. to 3.00 p. m., with an hour for lunch. The classroom activities are supplemented by playground activities from 3.00 to 5.30 p. m. Many of the present classroom activities can be supplied better in the school auditoriums than in school classrooms. It has been demonstrated rather conclusively that four hours in the school classrooms supplemented by one hour of suitable activity in the school auditorium are worth more than five hours in the classroom alone.

New York children may go to the Branch Library after 3.00 o'clock. Some teachers go at this time with groups of children to their respective churches for religious instruction. Unfortunately since all of the children are in the classrooms from 9.00 to 3.00 the playgrounds and libraries cannot be used during these hours. In fact there are standing rules that children must be driven out of the libraries and playgrounds during school hours. After 3.00 o'clock the playgrounds and libraries are overwhelmed with children, and are utterly inadequate for the numbers using them. By alternating the children between the school auditorium, workshops, library, and playground, one-third of the children might be in the auditorium, while one-third are on the playground, and the remaining one-third in the workshops and libraries. The daily program for such a study, work, and play school would be as follows:

Entire school in classrooms		1/3 school	1/3 school	1/3 school
8.30- 9.30	Language 30' Spelling and writing 30'			
9.30-10.30	Music and ex. 30' Reading 30'			
10.30-11.30		Auditorium	Shops Library	Play
11.30-12.30		Entire school at lunch		
12.30- 1.30	Science, M. T. and drawing 60'			
1.30-2.30	Arithmetic 40' History 20'			
2.30- 3.30		Auditorium	Shops Library	Play
3.30- 4.30		Auditorium	Shops Library	Play
4.30- 5.30	Miscellaneous activities			

Such an alternation between the auditorium, shops, library, and playground trebles the capacity of these facilities by using them three hours during

the day. But it is impracticable to secure the most efficient organization and administration of such facilities when they are in use only three hours during the day. If these facilities could be used continuously during the day, better equipment and supervision and higher cost of operation and maintenance would be justifiable, which would mean better service at any hour of the day. The same might be said of the regular classrooms.

In order to use the classrooms four additional hours, 10.30 to 12.30 and 2.30 to 4.30, and the auditorium, shops, library, and playground, three additional hours, 8.30 to 10.30 and 1.30 to 2.30, it is necessary to place a duplicate school in the plant. Two duplicate schools designated as X and Y would have an alternating program like the following:

Entire school in regular classroom activities		Entire school in community activities or following special school activities		
		1/3 school in auditorium	1/3 school in shops, library	1/3 school in play
8.30- 9.30	X Language 30' Writing and spelling 30'	Y	Y	Y
9.30-10.30	X Music and ex. 30' Reading 30'	Y	Y	Y
10.30-11.30	Y Arithmetic 40' History 20'	X	X	X
11.30-12.30	Y Science, M. T., Drawing 60'	X school at lunch		
12.30- 1.30	X Science, M. T., Drawing 60'	Y school at lunch		
1.30- 2.30	X Arithmetic 40' History 20'	Y	Y	Y
2.30- 3.30	Y Language 30' Writing and spelling 30'	X	X	X
3.30- 4.30	Y Music and ex. 30' Reading 30'	X	X	X
4.30- 5.30	Miscellaneous voluntary exercises for both schools.			

Two duplicate schools occupy the same classrooms, auditoriums, shop, library, and playground; but neither school could make any more use of any of these facilities if the other school were not there. Each school has much better facilities every hour of the day than it would have in a separate plant of its own. But there are many other advantages. A student may take all of his regular school subjects either in the morning or afternoon. This enables students to go to school half of the day and work the other half-day either in school shops or outside the school. Students in school X may do additional work in any subject in school Y and *vice versa*. The most experienced teachers of one school may be assigned the inexperienced teachers of the other school as assistants. These head teachers have the opportunity of visiting the assistant teachers, helping them plan their work and prepare their equipment. These assistant teachers may visit the head teacher and observe her work. A large share of initiative and responsibility can be thus given to strong teachers. Since two duplicate schools are in the same plant, one of the principals may act as the building manager for both schools and the other as the supervisor of instruction for both schools. Since the schools are exact duplicates, the child may choose either school, or a part

of both schools. If all children in one family choose the same school, there will be no conflict of lunch hours. Sometimes a mother with two children prefers to send one child to the X school and one to the Y school so that one child may be at home all of the time. Since the church may secure its children for religious instruction every hour of the day, regular religious teachers may be employed by the church for its instruction. Private teachers of music, etc., may secure their students any hour of the day and organize their classes as a part of the school program. The school acts as a clearing-house for children's activities. Any child welfare agency may work at its maximum capacity doing for the children the things it can do better than the school. Since the school board is operating and maintaining only one plant in place of two, it can use the operation and maintenance cost of the second plant to keep the one plant open every evening and day of the year, for adults as well as children.

It should be specially emphasized that there is no desire to double the capacity of school plants as a part-time proposition. In school buildings where there is ample room for all of the children in a single school, it would be absolutely necessary to divide this single school into two duplicate schools, and use only a part of the building, in order to give the children the greatest possible opportunities.

By vacating the unfit rooms and setting aside the poorest rooms for workshops, laboratories and studios to the extent of one-third of the total number of classrooms, facilities may be provided for pre-vocational and vocational schools for all children without building expensive special vocational school plants. Since the poorest rooms are used for shops, the remaining two-thirds of the rooms should be good classrooms. With forty-two children per teacher and two duplicate schools in each plant there can be accommodated in the elementary buildings listed in the report 220,000 children, 8 per cent. more than are now registered in these badly congested schools, accompanying the vacation of one-twelfth of the total number of classrooms and the setting aside of one-fourth of them for playrooms and shops. No doubt in many instances the placing of duplicate schools in buildings adjacent to those listed in the report would relieve still further the congestion of these buildings. It must be understood, however, that new buildings should be erected in districts where children have too far to go to present school; where present buildings are not satisfactorily located; and where present buildings are unfit for use. Also many buildings should have larger playgrounds, gymnasiums, and, in my opinion, all buildings should have swimming pools. A few buildings should have auditoriums added. Most of the old buildings without auditoriums should be vacated or used for vocational schools. A large share of the annual corporation stock issue should be used for these improvements in place of using the entire fund for additional schools.

The newer schools in New York City are exceptionally well adapted to a study, work, and play school program. The ground floor of these schools contains magnificent play rooms, and the

auditoriums, gymnasiums, science and manual training rooms are exceptionally fine for elementary schools. In many of these schools, electric, plumbing, steam and gas-fitting and sheet-metal shops can be placed in the basement with heating plants. All of these buildings should have their own electric light plants in order to provide a working laboratory for instruction in electrical power production and transmission.

In Public School 97 there are fifty-one rooms, with seating capacity of 1,869. By setting aside eleven rooms for special rooms and shops for pre-vocational and vocational training, there could be accommodated in the remaining forty rooms with forty-two children per teacher 3,280 children. Additional playground should be purchased costing \$100,000. Since an additional school is needed in this district, and since the present site and building cost \$450,000, this added investment of \$100,000 for an increase of 75 per cent. in capacity in addition to providing facilities for pre-vocational and vocational shops is quite a saving to the taxpayers. Not only is the additional investment saved, but the operation and the maintenance of the second plant will balance the extra operation, maintenance and instruction cost for longer school days, evening use, and all the year use of the one plant, and for adults as well as children.

Well-equipped workshops, supervised playgrounds, fine auditoriums and swimming pools are not extravagant luxuries. These additions to the school plant reduce the total cost of the school to the taxpayers. Schools with abundant provision for work and play activities as well as study are extravagant only in the opportunities offered the children.

Every child should have at least 120 square feet of space in which to play. But since only one-sixth of the children are playing at the same time twenty square feet play space per child will give each child 120 square feet to play in while he is playing. The solution of the problem of successfully educating the city child for life is to be found in utilizing the wasted time of the child in the streets, the wasted time of the classrooms, the playground, the auditorium, the library, etc. The only principle involved in thus turning waste into profit is the utilization of all educational facilities, all of the time for all of the people.

The only obstacle to the application of this principle is well stated by Mrs. Ella Flagg Young, Superintendent of the Chicago Public Schools, in her 1912 annual report, as follows:

"With the enlarged ideal of education which makes imperative gymnasiums for physical education, shops, and cooking and sewing rooms for manual training and household arts, pools for swimming, assembly halls for festivals and gatherings of children, a new conception of accommodation and distribution of pupils must underlie our organization of a school. Not an application to organize so as to make effective use of the entire building has been made by any principal who has visited Superintendent Wirt's schools at Gary and admired the plan by which he is utilizing the whole building all the time. Some have endeavored to demonstrate that,

admirable as it is for Gary, it is in both high and elementary schools out of the question for Chicago. Why is it admirable for Gary and impossible for Chicago? Because it will require a complete readjustment of our idea of a school seated for work when the tardy bell sounds. We have always stood guard watching to see that every child was seated in the school chair having in front of it a desk screwed to the floor."

Pre-vocational training has always been one of the aims of the school. Success in a vocation requires a good working knowledge of English, mathematics and science. A knowledge of civics, literature and history is one of the factors determining the conditions under which we pursue our vocations. Pre-vocational training must cover the entire elementary and high school course. Play for young children is just as vital a factor in pre-vocational training as work is for older children. In the normal development of the child that type of pre-vocational training is best which naturally and gradually transforms the play impulse into a work impulse.

The children cannot play unless they have a place to play and things with which to play. By using a part of the customary annual classroom budget for playgrounds, gymnasiums and swimming pools, New York can easily give every child the opportunity to play, providing they do not all play at the same time. New York can easily provide a place for children to work in the school by taking one-fourth of the present classrooms and their equipment for workshops and equipment. For play we need only play space, play equipment, and a director. For work we need in addition to work rooms and shop equipment, a master workman and real work to do.

The great problem in the successful rearing of children in cities is to find economically enough suitable self-activity in wholesome play and work. By placing the public supervised playground adjacent to the school, where the children can use it every day in the year and all the time during the day, a sufficient quantity of wholesome play activities can be provided often by securing a maximum use of our present play facilities. The school, like the old-time industrial home and community, has a great amount of real work that is now being done and must always be done in connection with equipment and maintenance of its buildings, grounds, laboratories, and shops. There is a great variety of this maintenance and equipment work, and types can be selected suitable to every stage of child development. Just as the child formerly participated in the real industrial activities of the home, why not let the child participate in the real industrial activities of his school? The school heating plants, the repair and equipment shops, the lunchrooms, the storerooms, the school offices, can all become laboratories for the industrial and commercial education of the children. These business departments of the schools in Gary have been industrial education laboratories during the past seven years, and it has been conclusively demonstrated that the usual current school maintenance and equipment budgets of the average city will provide ample facilities for the industrial and commercial education of the chil-

dren. The facilities provided are not only varied and adapted to the child's needs, but they are real, the work must be done, the children receive direct benefits, for they are working for themselves, they are participating in a real industrial business in an environment similar to that of the old-time industrial home and community.

The school carpenter, painter, plumber, electrician, cabinet-maker, sheet-metal worker, machinist, blacksmith, foundry-man, pattern-maker, printer, engineer, potter, nurse, dentist, physician, landscape gardener, architect and draftsman, accountant, storekeeper, office force, lunchroom managers, designers, dressmakers, milliners, etc., all take the places of the fathers and older brothers in the old-time small shops and of the mothers and older sisters in the old-time homes.

When you have provided a plant where the children may live a complete life eight hours a day in work, study and play, it is a simple matter to permit the children in the workshops under the direction and with the help of well-trained men and women to assume the responsibility for the equipment and maintenance of the school plant. An industrial and commercial school for every child is thus provided without extra cost to the taxpayers.

The children work with the masters as apprentices, but apprentices and masters are permitted to do only enough work to balance the wages of the masters and the cost of materials and tools. The evils of child labor are thus eliminated and many model industrial shops and desirable positions for superior adult workmen are created.

This is the age of the engineer, of machinery, and of big business. The school business enterprises offer a much better type of industrial and commercial education facilities than were offered in the old-time industrial home and community. There are big business problems, engineering problems, and machinery problems in the school that offer a type of industrial and commercial training adapted to modern industry and business. We need not regret losing the industries of the home and the small shops as factors in industrial education. The training such industries gave was sufficient for their own day, but would be inadequate for modern conditions. Modern business and industry are organized on a new basis and must develop a new type of training for the managers and workers. The responsibility for the development of the new type of industrial and commercial training rests with the leaders of modern business and industry. Their business and their industries must become schools for the training of recruits since the burden can never be shifted entirely to the public schools. But the public school can co-operate with business and industry in a much more efficient way than is now the general practice.

Permitting the children to divide their time between the school shops and classrooms involves exactly the same principle as permitting them to work in shops outside of the school part of the time while attending a co-operative school. If the school shops and offices cannot bother with the school children, how can the school expect outside industries to bother with them?

(Continued on page 280)

THE APPOINTMENT OF SCHOOL BOARDS

St. Louis is making an effort to follow the example of New York, Chicago, San Francisco, Philadelphia and Pittsburg and have the members of its board of education appointed by the mayor. The St. Louis scheme, however, provides for decided checks upon the chief executive of the city so as to prevent misuse of his power. The limitations proposed for that purpose are: that no mayor shall be able to appoint a majority of members of the board; that a public hearing must be held to receive suggestions for appointments before the appointments are made, and that the selections must be so made that at no time will the board be controlled by representatives of any one party or particular interest. The main purpose of this plan is to make the school board as largely representative as possible of the various points of view in regard to the conduct of the schools. Under the new charter of St. Louis the mayor is subject to the recall so that he would undoubtedly be subject to the public interest in the schools.

The Civic League of St. Louis has undertaken an active campaign for legislation concerning the proposed method of nominating and electing the members of the board of education. To further this work the league has issued a bulletin on the methods of appointing members of boards of education which contains valuable material for all students of school administration. The report says:

Examining the experience of other cities, we are struck at once by the sharp difference of opinion and practice between elected boards and appointed boards.

There is no general agreement throughout the United States as to whether boards of education should be appointed by an elective official, or whether they should be elected by popular vote. Of these methods, the two chief forms are, (1) appointment by the chief executive officer of the city, the mayor, and (2) election on a non-partisan ticket, nominations being made by petition.

On practically all other points regarding the organization of a school board there is substantial agreement throughout the country. There is also agreement on several features to be avoided in nominating and electing a board.

The points of agreement are:

The election of a school board by wards and districts is wholly undesirable, and thoroly discredited.

The election of school boards on competing party tickets is undesirable.

School boards should be composed of a small number of members only—that is, a number between five and fifteen. The large board has proven impracticable.

School board members should serve a substantial length of time in office—four to six years.

School board members should receive either no compensation or purely nominal compensation, as the labor is not sufficient to occupy any considerable part of a member's time.

Arguments for Appointment by the Mayor

The responsibility for good appointments would be placed on one man, working in the light of full publicity.

The selection of school board members would be made deliberately for a particular purpose with their necessary qualifications in mind. Their selection would be not due to any accident of politics, nor would they represent a minority faction of voters, as often is the case in elections.

The history of all appointments to unpaid boards in St. Louis shows that the mayors have almost without exception made appointments free from political and personal considerations.

If the mayor should make bad appointments under the new charter, he is subject to recall by the people. Any new school law would doubtless provide, as at present, for removal of unfit school board members by the Circuit Court.

Arguments Against Appointment by the Mayor

Concentrating responsibility in one man would offer the opportunity for a dangerous misuse of power by turning the school board over to politics or selfish interests.

School board members appointed by the mayor might have less freedom to act than members elected by the people. If the mayor chose, he could, as in the case of Chicago, secure their written resignations before making their appointment.

Appointment by the mayor of public officers with such large discretionary powers as school board members have would be undemocratic and opposed to our principles of government. The people themselves, not their chief executive, should elect their school board representatives and should have the right to recall them.

Arguments for Election by the People

Only by election can the wishes of the people in respect to the public schools be directly expressed.

The danger of party politics would be minimized by electing only a few school board members at a time on a non-partisan ballot, with nominations by petition.

Popular election with the right of recall is in accordance with the principles of representative government.

Arguments Against Election by the People

The school board is primarily an administrative, not a legislative body. There is substantial agreement in the community as to what we all expect of school board members, namely, an honest, economical, efficient administration of the funds, the appointment of capable officers, and of a superintendent to direct educational policies. The public does not and cannot direct or control educational policies.

Election even on a non-partisan ballot, with nominations by petition, while avoiding party politics, may promote even worse politics—religious, racial and factional.

The election of the members by the people at large would not guarantee the representation of different interests on the board, and the board might easily be controlled by one interest or group elected by a minority of voters.

* HECKLING THE SCHOOLS

EDWARD N. CLOPPER, Ph.D.

Secretary for the Northern States, National Child Labor Committee

This title was suggested to me by our present social unrest and somewhat chronic disposition to complain. Of late years we have been prone to find fault with everything in general, until it would seem that our slogan ought to be, "Get the habit!" We heckle the church that a few years ago we held above reproach. We heckle the courts that until recently we looked upon in reverential awe. And now we heckle the schools. The purpose of this paper is to heckle the hecklers. I grant at the outset that there is ample justification for adverse criticism of the schools and that such criticism, when accompanied by constructive suggestions for improvement, is essential to progress. What I deplore is our tendency to jump from one extreme to the other as exemplified in the present day discussion of the school problem. The discussion is getting hysterical. Perhaps the inevitable reaction from hysteria helps to find the true balance, but there ought to be a more rational method of arriving at a proper solution.

The chief complaint about our schools is that they fail to prepare children to meet the great problem of life—how best to make a living. It is said they train their pupils only for the professions, ignoring the needs of all those who will never be connected with professional life. They say the curriculum is cultural and while it may have admirably served the needs of the past century, it is obsolete now and should be dominated instead by the industrial spirit. In other words, industrial training should be made the basis of instruction so that when a pupil leaves school he can enter industry, if not as a skilled worker, at least more competent for its service than is the case to-day. As the nineteenth century forced an allopathic dose of cultural education into the minds of all children whether they needed it or not, so the twentieth century would administer industrial education to everybody regardless of individual temperament, talents, or previous conviction of fitness. The curriculum is to box the compass of educational effort by triumphantly including every degree of ability and disposition in the grand scheme of industrial training. The machinist who was obliged when a school boy to study the deliberations of the Annapolis Convention is now to have his counterpart (and incidentally his revenge) in the future poet who is to be forced to master the intricacies of mechanical drawing. The leap from the one extreme to the other is prodigious but critics have faith in the great American school system's ability to make it.

We hear of multitudes of children leaving the schools as soon as they reach the age of fourteen years because school is distasteful and offers no training for future careers. We jump to the conclusion that the schools are entirely responsible for this condition. It is not altogether true that the schools are to blame because children do not like them. Attendance is distasteful to some children

simply because it is exacted of them. The law of most of our states says to boys and girls under fourteen years of age, "You must go to school," and "You must not go to work." And these children are true to the traditional perversity of the human family and therefore want to go to work and do not want to go to school. The parents of many of them make the serious mistake of humoring them in this attitude. The freedom of choice a child may exercise among the occupations open to him appeals to his sense of liberty far more than continuing in school where he has been obliged to attend for so many years. He welcomes the opportunity to free himself of this incubus.

The hecklers say industrial training on a broad scale in the schools will cure this by making the course interesting, profitable, and purposeful. Some even declare it is the panacea for all educational ills. The children are to love their teachers, become absorbed in school work, remain until they are graduated as proficient and substantial citizens and the country is therefore to enter upon a long season of unprecedented prosperity and happiness. It may be heresy upon my part, but I believe that unless there is a radical change in the normal temperament of childhood we may rest assured that even after industrial training has been fully incorporated in the school curriculum and its novelty has worn off, these ungrateful children will very probably not like school any better because attendance will still be required. The only effort a child really enjoys is that which he puts forth spontaneously. Dislike of required work is characteristic of even some adults. Compulsory education is good discipline for boys and girls, and it is a foolish parent who succumbs to his child's indifference toward school merely because the child is so disposed. Human nature will remain unchanged, and normal children will continue to find discipline irksome even after vocational training ushers in the millennial dawn.

Contrary to the hecklers, all children who leave school at the age of fourteen years do not need industrial education. Some of them unquestionably do, but it is absurd to make the sweeping statement that all do. Many of them need the discipline the school affords, far more than anything else. Education is broader than mere instruction in either cultural or vocational subjects—it is also for the development and discipline of both the intellectual and moral faculties. Many accept this definition as applying only to college, but it applies fully as much to the elementary school. The building of character starts with life itself.

The wholesale dealers in adverse criticism like to hark back to the farm. They say the work on the farm is real industrial training under the best possible conditions while life in the city flat is a menace to the stability of our nation, and therefore the city child needs industrial training to insure the salvation of the race and its institutions. There is no

* By permission of the *Child Labor Bulletin*.

question about the need for such education, but cannot there be good discipline in the flat as well as on the farm? In the last analysis does not the efficacy of discipline depend upon that indefinable personal influence of the parents themselves, and cannot character be developed by sensible guidance in the city as well as in the country? Certainly the very publicity of the city offers many advantages over the isolation of the country.

One of our prominent automobile manufacturers, when a boy, worked with metals in a shop and regrets that all boys, carried on by the spirit of the schools, do not have the same experience. He declares that hand work "should be the basis that underlies their whole thinking," serenely unconscious of the sin he commits in thus summarily judging others by himself. The statement, so often heard, that present child life is abnormal whether in home or school, that every child should have a set of tools, and that all children should work in a factory part of the time, is absurd. The fact that our old, exclusively cultural curriculum was unsuited to all pupils is seized upon as an argument for the need of industrial training for all. Those who make such statements do not seem to realize that all children are not made upon the same pattern and what may answer for one will not answer for all. Children should not be plunged into one or another field of effort upon the recommendation of one or more persons whose judgment is quite possibly not altogether infallible. This assumption of the right to prescribe the destiny of a child is somewhat akin to the doctrine of infant damnation.

We frequently hear and read that children should be allowed to go to work before they are sixteen years old. The authors of such statements misunderstand the commonly accepted standard for child labor. In no state is sixteen years the age limit for ordinary forms of employment—fourteen years is the usual minimum. But there are very few occupations open to children between fourteen and sixteen years of age which offer desirable industrial training. Hence, if such training during this period is necessary for the proper education of children who are to follow industrial careers, the schools must provide it. And no one denies that the school should contribute more fully to the education of such children. Let us not make the mistake of insisting that all pupils take such courses merely because some really need them.

The proper function of vocational training, it seems to me, is to raise the child upon a platform from which he can view in perspective all lines of industrial, business and professional life, starting from where he stands at the threshold and stretching away into the future, each line revealing the possible development or blind alley character of the career it represents. Then let the child, when the proper time comes and with the advice of his parents, exercise his own choice of occupation and let him make the leap without being pushed. The duty of the school in this vital matter is to show, not to shove.

Give the child a chance and then give him credit for taking advantage of his chance. Let us not decide for him ourselves, set him up on a pedestal,

point at him the while we swell with selfish pride, and say, "See what we made!" This attitude is assumed by many institutions and child-welfare associations. They arrogantly appropriate to themselves the credit that rightfully belongs to the child for his own achievements. But in any case, let us guarantee the child at least fourteen years of childhood and let us have some confidence in our public schools, for there has been an awakening and they are actually adjusting themselves to our changed conditions. The process is slow but even in this we have cause for congratulation.

THE TEACHING OF HISTORY AND CIVICS

*By WILLIAM H. MAXWELL

Superintendent of New York City Schools

The chief change in the teaching of history is in the substitution of related events in European history for English history.

Fashions change in methods of teaching and curricula, as well as in bonnets and skirts. At least two different plans of teaching history have followed and preceded each other, according to a fashion, for many years. The first is to study the development of a single nation or country. The second is to pick out certain events from the world's history, presumably important events, and to teach these facts.

Just at present and for the last four or five years a tendency has been manifest to return to the selective method, both in high schools and in elementary schools. As the teaching of history, either from the point of view of subject matter, which has never been determined on any scientific basis, or as a matter of method, is still undetermined and uncertain, the question as between the two methods must be regarded as still undecided. May I suggest that the much-debated question, as between the nation method and the selective method, will finally be determined by certain very definite considerations?

The first of these considerations is ease of teaching. A much greater burden is thrown upon the teacher to teach by the selective method than to teach by the nation method, because it is easier to follow the natural trend of events in the history of a nation than to pick out disconnected events of the world's history and make their study interesting. Furthermore, there is constant danger, under the selective method, of its degenerating into learning by heart summaries presented either in the book, as in the case of the old general history, or from the blackboard, as prepared by the teacher.

The second consideration is facility of study. The nation method more naturally complies with the first rule of study laid down by Alexander Bain in his famous essay on "How to Study," namely: In taking up any new subject learn to acquire the outlines of it thoroly in one book, and to make that book the basis of further and future operations and comparisons.

*From an address to New York City Principals.

(Continued on page 278)

EDUCATIONAL NEWS

Penny-an-article-lunches were served successfully in seventeen public schools in New York City last year and it is hoped to extend the service during the coming year. The food is cooked in kitchens in centrally located schools and distributed to neighborhood schools. It is hoped to make the work self-supporting but at present a small appropriation is furnished by the city.

A hot noon meal for the children is a necessity for good school work, but this is often impossible on account of the mother's going out to work. In cases where the child is given a few pennies for purchasing a lunch they are often spent for unwholesome sweets before the noon hour. Under the system in use each child is required to buy a bowl of soup that at least part of his meal may be not only nourishing but stimulating. The child is then free to choose from the other articles on sale which include cocoa, sandwiches, cakes, crackers, fruit, salads, etc. Altho the foods are selected with due regard to the children's preferences, attention is paid to the caloric and nutritive values. Not only does this food contribute to the growth of the child, but as it is difficult for him to concentrate his attention on lessons when hungry, it has been of great aid in influencing his educational progress. A hungry child is uneasy, inattentive and restive. A well-nourished child, on the other hand, is satisfied, easy of control and good natured.

A determined effort is being made in Detroit to secure a small school board. Detroit is one of the few large cities still retaining the old ward system of school boards, with its resulting evils of interference with the superintendent, political pull in the appointment of teachers, their promotion and transfers, and lack of responsibility on the part of the members for definite action.

Of course the sentiment throughout the country is in favor of small boards and in no place, so far as we are aware, where the small board has been tried is there any desire to return to old conditions. How far the movement for small boards has progressed is well illustrated by the following partial list of cities which have adopted this plan:

Albany, N. Y., has three members on its school board. San Francisco, Cal., has four members.

The following cities have school boards of five members: Spokane, Wash.; Cambridge, Mass.; Lowell, Mass.; Memphis, Tenn.; Birmingham, Ala.; Toledo, O.; Portland, Ore.; Denver, Col.; Rochester, N. Y.; Indianapolis, Ind.; Seattle, Wash.; New Orleans, La.; Boston, Mass.

Kansas City has six members on its school board. Cities with school boards of seven members: Cleveland, Ohio; Los Angeles, Cal.; Minneapolis, Minn.; St. Paul, Minn.; Oakland, Cal.; Syracuse, N. Y.; New Haven, Conn.

Cities having school boards of nine members: Baltimore, Md.; Newark, N. J.; Washington, D. C.; Jersey City, N. J.; Richmond, Va.; Paterson, N. J.; Grand Rapids, Mich.; Fall River, Mass.; Scranton, Pa.; Louisville, Ky.

Arkansas will undoubtedly have presented before its next legislature a bill for state uniformity of school books. State Superintendent G. B. Cook has come out in favor of uniformity and with his influence behind such a bill the legislature would undoubtedly favor its enactment. Superintendent Cook believes that such a bill would save the people of the state about \$150,000 a year. He states that under county uniformity in Arkansas a set of books costs \$13.35 per student, while in Southern states under state uniformity the cost amounts to only \$9.50.

"With a state uniform series of text books," he says, "the institute work could be made more specific and equally applicable to all the schools. The State Board of Education would also be enabled to make the course of study for the rural schools much more explicit, and this department would be greatly aided in its efforts to encourage all our public schools toward a higher and more uniform standard of efficiency.

"State uniformity of text books would prove of much assistance in building up a correlated system of schools, and would help assure a fixed course of study in our rural schools that would send pupils who were equally well prepared to enter the state high schools."

New York is undergoing another period of discussion of the teacher-mother's case. The state court of appeals has handed down a decision confirming the right of the Board of Education to remove teachers who become mothers. It is possible that the decision may be appealed to State Commissioner of Education Finley, but the decision of the court is so worded that it would seem that he would be compelled to endorse the verdict of the court. This opinion does not deal with the merits of the case, but only with the rights and powers of the New York City board. The situation now stands that a teacher in the New York City schools may become a wife without losing her position but not a mother. Such a situation is regarded by many as not in harmony with moral order and it is to be expected that the question will be discussed and prosecuted further by many in the community who have become aroused over the situation. The press in the city and the country at large has been almost a unit in condemning the stand of the board.

St. Louis is revising its course of study and its length will be cut from eight to seven years. By this means it is hoped to increase the number of children in the high schools. The shortening of the course will be secured by the elimination of much of the unnecessary material in the school subjects. In arithmetic, for example, much of the unpractical business arithmetic will disappear. Similar antiquated matter will disappear from the other subjects.

The Minnesota State Educational Commission has devised an important scheme for the apportioning of state funds to the schools so that education should be immensely improved. Under the proposed scheme schools will receive aid on the basis of attendance and teachers' salaries. The plan virtually places the minimum salary at \$400 for no school will get state aid unless the teacher receives that amount. One-half of the state aid will go on a basis of attendance; at present the whole amount depends on this. The aggregate number of days all pupils attend school will be the data for the attendance figures. By this plan it is hoped to encourage longer school terms, more regular attendance, larger enrollments and better trained teachers. Is there a "joker" in the wage plan? The State Teachers Association has been urging a minimum wage law. The figure of \$400 is far too low. Would not a higher minimum wage force the consolidation of schools and improve the general educational conditions of the state?

The school principal has a new duty looming before him in taking charge of the polling booths at city, town and local elections. It is probably a desirable tendency, that of placing election booths in school buildings, at any rate it is an increasing one. Chicago, at the recent elections placed 300 in schoolhouses; Boston, 96, and in Los Angeles and Milwaukee a large number of schools were used for this purpose. Springfield, Ill., instituted the practice this year. It is the belief of Superintendent Magill that by holding elections in school buildings that the city is saved expense; that the children get valuable lessons in civics, and that corrupt practices are reduced to a minimum. Edward J. Ward, social center worker at the University of Wisconsin, urges that every school principal in a rural district should be the voting clerk and civil secretary of his district. Thus he would become the responsible leader of the community's interests and the peculiar needs of rural districts would be met adequately.

CHICAGO NOTES

By a Chicago Correspondent

Chicago schools have opened facing a serious financial stringency. The deficit for the year will probably be about \$60,000, but various economies have been instituted. Night pupils have to pay for the materials which they use formerly furnished by the board. The opening of social centers has been deferred until next year, and it has been necessary to limit kindergarten work on account of the lack of money to pay additional teachers. At the same time it has been discovered that the per capita cost per pupil has increased rapidly, \$1.63 last year. Indeed, there

has been a steady increase for ten years. In 1906 the per capita cost per pupil was \$30.02, and in 1914, \$42.48.

The new spelling book, published by the board of education and supplied to the pupils at seven cents, is now in use. Mechanically the book is inferior to the books issued by the regular publishers, and it is doubtful whether there is any great saving to the city as a whole. The cost price contains nothing for administrative nor editorial work. But this does not end the book question in the city. It has been discovered that a number of high school books are being sold for more in Chicago than in Michigan. The publishers claim that in Michigan there are special conditions favorable to them and that Chicago, giving less favorable conditions, is not entitled to so low a price. Meanwhile the whole dreary question has to be fought over again in the newspapers and all sorts of rash statements are made on the part of certain board members.

Meanwhile the study of peace will become a regular part of the school curriculum. The Principals' Club passed the following resolutions which have been endorsed by Mrs. Young so that a definite result may be expected:

"War has been the obsession of the public mind for so long a time that it will take continued, repeated, and patient effort to make the knowledge of the blessings of peace a part of our mental life.

"The direct study and consequent appreciation of the excellent characteristics of the many races that make up the population of our cosmopolitan city, and their valuable contributions to our civic life, will develop the feeling of universal brotherhood and bring into true citizenship the children committed to our care.

"With a deep sense of thankfulness for the blessings of peace which our country enjoys and of our responsibility in promoting the cause of world wide peace, the principal of the Chicago public schools ask permission of the board of education to devote some part of the school time to the earnest, thoughtful study of the principles underlying the vital subject."

The number of credits required for graduation from the high schools has been increased to seventeen instead of sixteen as at present. This should increase the efficiency of the high schools.

The proposals for changes in the schools suggested by Mrs. Young as a result of her much discussed trip to Europe are as follows:

Installation of the vocational guidance bureau as an integral part of the public school system.

Introduction of more lines of preparation that lead boys and girls under 16 to skilled labor.

Development of a great city technical school.

Intensification of our modern language work, particularly with pupils intending to take advanced work in commercial and technical lines.

When peace is re-established, give director of physical education the opportunity to study the different methods of physical education and to see the results.

The tendency for allowing school credit for work done outside the school is increasing but it has remained for the school board of Windsor, Ill., to start a new move in this direction. The schools were recently dismissed so that the children might attend a circus, credit being given for this "practical work in zoology." We suspect that the school board in Windsor has considerable popularity among the pupils under its charge.

California is the only state which does not exempt college property from taxation. At the coming election the voters of the State will vote on removing this tax. The theory of the non-taxation of college property has been placed before the voters as follows:

Taxes are levied because those who are making a profit from property or industry are supposed to be under an obligation to share in supporting the Government. There is a difference of opinion as to what should be the proper basis for taxation; but all theories of taxation assume that the income of the State should in some way be derived from profits—that is, from the natural increment of wealth. Colleges, churches, and charitable institutions are not engaged in profitable business; they are engaged in some kind of social service. Taxation of them means, not the taking of the State's share of the people's increment in wealth, but rather the impairment of that social service.

Dr. Eugene Davenport, of the University of Illinois, has been doing a great constructive work in arousing the interest of teachers in Illinois in education for efficiency. The daily doing of needful things with regularity and efficiency both at home and at school is the basis of his thought. As one result of this work there has come a system of giving school credit for work done at home, which is well typified by the following list of tasks outlined by a county superintendent for which credit is given:

Building fire in the morning, milking a cow, cleaning out the barn, currying a horse, feeding and watering a team, feeding and watering chickens, feeding the hogs, feeding two cows, driving up cows or horses, turning cream separator, churning, making butter after churning, gathering eggs, washing and drying cream separator, carrying in water, carrying in coal, splitting and carrying in wood, blacking the stove, baking bread, getting a meal, setting the table, washing and wiping dishes, sweeping, dusting furniture, scrubbing, making a bed, washing and ironing own clothes, cleaning lamp, making a pie or cake, practicing music, bathing, brushing teeth, retiring before nine o'clock, sleeping with window open, depositing one dollar in savings bank.

The bill for the Federal Aid for Vocational Education contains vital defects according to H. E. Miles, President of the Wisconsin State Board of Industrial Education.

Provision is made, he writes, that all teachers in vocational schools must either have practical experience before going to school or get experience in the school. This is one of the prime faults of the bill as it may be wasteful, if not hurtful, to retain teachers at the beginning other than by taking them directly from the industries by careful selection and training them in connection with their teaching in summer courses. This is being done very satisfactorily in several places.

Sec. 6 of the Bill says: "A Federal Board for Vocational Education is hereby created to consist of the Postmaster General, the Secretary of the Interior, the Secretary of Agriculture, the Secretary of Commerce and the Secretary of Labor." The Commissioner of Education will be the executive officer of the Board.

There is general satisfaction that the need of a Federal Commission or Board is recognized and that very able men are named for it, but it is to be regretted that the proposed board is ex-officio, each member being occupied with the task taking the utmost of his strength. The form of Board proposed reduces itself to a mere ex-officio Board having a single head of a bureau as the power. It is not fair to ask any single man to distribute money under the shadow of great names and to assume the responsibilities involved.

We need above everything else a working board like the Interstate Commerce Commission, the Federal Reserve Board, or the Federal Commission on Industrial Relations, a board especially experienced in the vocations, representative of the vocations themselves, employers and skilled workers together with representatives of the general public. To say that we do not need such a board is to allow that the relatively less important Interstate Commerce Commission might be discontinued and its work left to a bureau chief in the Department of Commerce and the work of the Federal Reserve Board left to the head of the bureau in the Treasury Department.

Section 8 of the Bill says that the State Board "shall prepare plans, showing the kinds of Vocational Education" which it proposes to develop and "if the Federal Board finds the same to be in conformity with the provisions" of the Act, the Federal funds shall be forwarded. "If any allotment (Sec. 16) is withheld from any State, the State Board of such State may appeal to the Congress of the United States." The nation is not to pay for the right sort of Industrial Education, but rather to remit upon receipt of a plan not inconsistent with a very general act, with an appeal to Congress if it fails to remit—in substance, a supposedly able head of a Bureau, behind busy secretaries necessarily engrossed deeply in politics, is pitted against all the Congressmen and their constituents if he withholds funds anywhere, and the whole ex-officio board, in danger of losing office at any election. Is this constructive or is it mere distribution?

EN ROUTE DEPARTMENT

CONDUCTED BY MONTANYE PERRY

Everyone who has read Miss Peabody's delightful travel letters in our previous issues will be glad to know that she is safely home and to read the story of her voyage.

THIRD CLASS—OR NOTHING

BY ALICIA ARNOLD PEABODY

"Steerage! Horrors!"

The clerk looked at us resignedly, as tho he had been hearing the same thing all day.

"It's your only chance to get home, and that won't last long, for she's filling fast. You may inspect the quarters if you wish, but I would advise you to act quickly."

Taking the proffered passes we went aboard. Thru the familiar first cabin we passed, regretfully, then down thru the second. Pausing a moment at the mouth of the narrow, enclosed incline which led into the unknown depths below, we looked at each other.

"Steerage? This companionway, ladies."

"Companionway"—that sounded inviting, and we picked our way cautiously down, holding firmly to the things at the sides which would have been hand-rails if they hadn't been ropes.

"It will be dirty—such places always are."

"And smelly!"

"And we might catch some dreadful disease."

"Steerage? This way!" The short, strongly-built, blue-coated steward was less polished in his manner than the dignitaries on the upper decks. He appeared like a man who had spent his years among the common people, the toilers, yet he was perfectly respectful and courteous and impressed one as being worthy of confidence. We followed him along a dimly lighted passage and thru several small openings.

"Why don't they make these doors larger?" I asked after knocking my hat askew for the third time.

"Doors? Doors? Oh! you mean the bulk-heads!"

"Maybe I do—this is what I referred to," and I pointed.

"The smaller they are the stronger they are and the easier it is to close 'em—they're to hold the water back, y' know."

"Are we below the water line?" we both gasped, with a wild desire to fly back to the companionway.

"No, but this part of the ship soon would be if she struck a rock or a berg. The bulk-heads would save 'er, tho, unless she was ripped too bad." And he shut us in to show us the simple principle.

The whole bottom part of the ship was divided into small compartments. The closing of the bulk-heads made each as watertight as the reservoir behind our kitchen range. If the ship should strike a rock and knock a hole in her bottom, the captain could instantly close every bulkhead by pressing a button on the bridge. Only the compartment where the hole was would fill and that would not hold near enough water to sink the ship.

"But what if we should happen to be in that compartment?" I inquired anxiously.

"Better to lose a few than the whole passenger list," he replied, laconically, "but accidents don't generally come so sudden but what we can clear the compartments that are in danger."

"But it would take time to send an officer to see if anybody was here," I insisted.

"Wait a few minutes," he said, with a quiet smile.

A blast of hot air nearly swept us off our feet as we passed the next do—bulkhead, and the sickening odor of warm oil assailed our nostrils.

"The engines!" Our guide pointed down thru the iron grating on which we stood. It was like looking down through the skeleton of a five-story building. Steel platforms, steel railings, steel stairways enclosed the giant whose hands turned the propellers.

"Triple expansion, twenty-seven thousand horsepower!" We looked at him with that awed, intelligent expression which is the safest of any when you do not understand what the speaker is talking about.

He stood in front of an opening leading toward the outside of the vessel as we passed the next bulkhead. "Where does that companionway lead?" I asked, inquisitively. Holding his arm out protectingly, he permitted us to look. It was a metal-lined tube, five feet in diameter, leading straight down into the water, whose green depths we could see through its lower end.

"The starboard ash chute," he explained.

"Starboard—that's right!" I affirmed, determined to act as tho I knew something about a ship.

"Yes'm, and port's left," he replied, mistaking my meaning, but giving me one more aid to remembering something which I had learned and forgotten a score of times on the voyage over.

"What keeps the water from coming in and filling the ship; there's nothing to keep it from running through this immense hole!" exclaimed my companion with a frightened air.

"Can't run up hill!" and he indicated that he was ready for us to pass on.

The floor—excuse me, the deck—was not dirty, neither were the walls; the bunks and linen were as clean as a hospital. And it wasn't smelly, at least not more so than the first-class quarters—perhaps a little less of paint and varnish and a little more of tar and oakum—what my companion called a clean smell. There were large rooms for men and large rooms for women, rooms for couples and rooms for four persons.

"Let's put down the numbers of some of the best rooms and see if we can get one of them," suggested my companion.

"In the steerage the rooms are assigned by the third steward," suggested our guide. My experience on other trips had taught me the value of "friendship" on shipboard and I slipped him a good, American twenty-five cent piece.

"Show me the steward!" said I.

"It cost us \$5, but we knew the ship would be

crowded to the limit, so we gave it without a murmur. With cleanliness and privacy in a little two-berth room, we felt that we could endure what hardships the ten-day voyage might entail.

As we started to trace our way back to the upper world, a gong sounded and one of those pesky bulkheads slammed in our faces. Our guide smiled as we jumped back in alarm. "This is what I wanted you to see," he said.

The bulkheads opened again and we saw at each a pair of blue-uniformed seamen, stationed there for the emergency drill. At the foot of the companionway, at the head, in every corridor, and, most reassuring of all, at every life-boat, there were well-trained, well-disciplined sailors, executing, or waiting for, orders.

"How do they all know where to go?" I exclaimed. There were hundreds of them, yet not a man seemed hesitant in performing his assigned task.

"Johnnie, show the ladies your check." Johnnie, who stood about six feet four, obediently produced a round nickel coin upon which was stamped P-7-4.

"Port side, boat No. 7, oar No. 4. See?"

We saw, and with minds at ease and looking forward to other interesting adventures to come, we returned to the booking office. A train from Germany had arrived and we were compelled to take our places at the end of a long line which was momentarily lengthened by excited travellers who came rushing back from the offices where first and second-class tickets were ordinarily issued. As we drew nearer we overheard a conversation:

"Nothing left but a few berths in the steerage, sir."

"But my order entitles me to a first-class passage in any \$125 stateroom."

"If you will read the conditions on the back, sir, you will discover that the contract is void in the event of war involving our country. However, our company is giving the preference to those holding orders purchased in the States and we can give you passage provided you are willing to accept such accommodations as there are remaining."

"Well, I suppose I'll have to take what you've got, but"—

"There is an extra charge of \$100 on each passage, sir, made necessary by the increased expense due to the war."

"A hundred dollars extra—to travel in the steerage! This is an outrage!"

Without waiting to hear the end of the conversation, I dug my nail file out of my bag and thrust it into my companion's hand. "Go to the ladies' room, rip that hundred-dollar emergency money-order out of the lining of your dress and hurry back so I can do the same," I ordered.

"But we will not have enough left to take a car to the railway station when we reach the other side!" she exclaimed in consternation.

"We can walk when we reach America, but we can't walk across the ocean—hurry!"

As we turned from the window a man in a high silk hat, accompanied by a woman in a rich traveling suit and two well-dressed children, offered a

thousand-dollar American Express money-order with a request for accommodations.

"I am sorry, sir, but the law will not allow us to carry more passengers on this ship than are already booked. We will take your application and in case we are able to get another ship away"—

We turned hurriedly away from the blanched faces of that anxious waiting throng. The news that war had been declared had shocked us and we had been terrified when soldiers had searched our train for spies, but not until we saw that long line of men, women and children waiting hopelessly before that closed window had we realized that thousands of our own countrymen were about to be left behind while the red, cruel flame of war was each moment spreading to engulf the whole of Europe. But if the scene at the booking office was harrowing, what shall I say of the hour when we sailed! Will I ever live to forget that struggling, wailing, panic-stricken mob which the guards kept from the pier only by the use of fixed bayonets!

Before night we had turned over our berths to a feeble old woman and a young mother with a sick child. We slept on the floor, in a space hardly wide enough for one person. Aside from this our hardships were not severe. The food was plain but good and the tables were no rougher than some we had eaten on in summer camps and thought it good fun.

The ship's orchestra gave two concerts daily, the same as in the first and second cabins. When the sea was smooth, as fortunately it was most of the time, openings as large as barn doors in the sides of the ship admitted plenty of fresh air. Besides, we had the run of the upper decks, those of us who held first or second-class passage tickets.

The small but complete printing office which printed the ship's daily newspaper was only a few doors from our room and we had all the news which came by wireless some time before the papers were circulated on the upper decks.

On the morning of the tenth day we were on the forward deck, all of us who could stand there. We were told that in two hours we would enter New York harbor. It was a foggy morning and we could not see far, but when the fog lifted a bit we saw, away ahead in the distance, a lighthouse. We gave a lusty cheer, but it quickly died away and our faces blanched as there came a sullen answer:

Boom!

Turning, we saw to the north, perhaps two or three miles away, the dark gray hull and turrets of a warship, whose prow was throwing up a foam-crested wave as she plowed straight toward us. Half senseless with fear, I looked toward the bridge of our own boat.

The captain was calmly inspecting the man-of-war thru his binoculars. Presently he laid them down and stepped to the speaking tube labeled "Wireless Cabin." He moved like a man doing routine work—no hurry, no flurry, no anxiety was observable in his face or in his actions. His calmness irritated me. I wanted him to act as tho something unusual was going on—but he didn't. After—

(Continued on page v)

BOOKS OF THE DAY

Elements of General Science. By Otis W. Caldwell, Head of the Department of Natural Science, and W. L. Eikenberry, Instructor in the University High School, University of Chicago. 308 pages. Price, \$1.00. Ginn & Company.

All interested in the teaching of secondary school science will find this volume of great value. Indeed it is little exaggeration to insist that all who teach science in the high school should give this new book careful consideration. It is designed for the use of first-year pupils, who, of necessity, have no considerable fund of information about the common phenomena of nature. The authors have developed a course of knowledge which should serve two purposes: give information which is usable and stimulate an interest which will make the work in the differentiated sciences effective and profitable. The topics treated fall readily under five headings: The Air; Principally about Water; Work and Energy; The Earth's Crust; Life Upon the Earth.

The interest in this book comes chiefly from the fact that in spite of the stress laid upon science work that the number of students studying it in high schools is relatively less than ten years ago. As a matter of fact it has always appeared to us that the text-books in the sciences prepared by the apostles of pure thought and undiluted research were a sufficient reason why many students did not attend the high school. Of course within the last few years every new text-book in physics, chemistry, botany and physical geography has claimed to recognize the necessity for practical illustrative material, but generally this material has been so interpreted in the terms of pure science that the immature pupil has been unable to grasp the application. The child's needs and the ordinary facts of human development have been utterly neglected.

The material here presented has been carefully tested in the classes of many high schools and also has been endorsed by administrators. If the colleges can agree on accepting such material for college entrance requirements they will undoubtedly get more pupils with an enthusiasm for work in the different sciences, who are not handicapped by the misleading courses now given in many schools.

Cicero of Arpinum: A Political and Literary Biography. By E. G. Sihler, Professor of the Latin Language and Literature in New York University. 487 pages. Price, \$2.50. Yale University Press.

In this full and comprehensive biography of Cicero, Professor Sihler has not only made a contribution to scholarship but he has also presented in readable form a complete life of the great Roman which every teacher of Latin literature will have to recognize as authoritative and valuable. In addition the book is a contribution to the history of ancient civilization and a guide to the study of Cicero's writings. It is obvious, therefore, that Professor Sihler's book is no mere biography but a work of original research which deserves the attention of anyone dealing with the writings of Cicero in school or college work. In addition the material is presented in such an interesting and readable form that the book will have a wide field in school libraries.

The author has presented Cicero as the unique personality of Roman antiquity, as the pen and mirror of a great transition in the political history of the Mediterranean world, as the bearer of the most varied and many-sided culture of his day, a leader in Greek learning and an efficient transmitter of Greek civilization, an original force in the domain of Roman authorship, and a latinizer of themes never undertaken before him: finally as a statesman and orator. But in every way this is a book of learning and one here learns Cicero's faults and weaknesses no less than his lofty ideals and his wonderful industry. However, Professor Sihler is an enthusiast on "the most gifted son of ancient Italy."

Character Lessons in American Biography. By James T. White, illustrated. 103 pages. Price, 75 cents. The Character Development League, New York City.

Under the auspices of The Character Development League has appeared a book containing material for character building available for use in the public schools. The outlines of the plan of moral training advocated by the N. E. A. follow the lines laid down in this book. As indicated by the title the basis of the work is American biography in which the traits of our leaders have been shown to provide a foundation for moral training. Among the subjects treated are the following: Obedience, honesty, truthfulness, sympathy, usefulness, industry, perseverance, patience, self-respect, purity, fortitude, courage, heroism, temperance, courtesy, justice, habits, fidelity and patriotism.

The Character Development League was formed to devise the best means of training children of the public schools in the principles of morality and assisting them in the formation of right character. As a beginning in this work this book was presented to the schools and has already received a general endorsement from all who have examined it.

Foreigners' Guide to English. By Azniv Beshgeturian, Teacher of English in the Boston Evening Schools. 268 pages. Price, 60 cents. World Book Company.

Foreigners' Guide to English provides conversation, reading, language and phonics work for classes beginning the study of English. The book differs from other books for teaching our language to foreigners in the large amount of reading matter; the simplicity of sentence structure; the thorough teaching of usages and constructions; the drill on a vocabulary which includes both the words essential to the construction of sentences in English and the words needed in the ordinary affairs of life; the direct conversational tone of the reading matter; illustrations of objects and actions, and the application of many lessons to work and industry.

Ned Brewster's Caribou Hunt. By Chauncey J. Hawkins. 308 pages. Price, \$1.20. Little, Brown & Company.

This is a tale of the Newfoundland wilds adapted for the boy of from twelve to sixteen. It is well written by an author who hunts with the camera rather than the rifle. As a result the facts about the animals of the forest add much to the interest.

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of the narrative. It is just the type of appealing yet valuable material which should find a place in a school library for reading at the age which demands adventure and travel.

The Problems of Boyhood. By Franklin Winslow Johnson, Principal of the University High School, Chicago. 155 pages. Price, \$1.00. University of Chicago Press.

This book appears in the series on religious education issued by the University of Chicago, edited by Ernest D. Burton. It is a constructive course in ethics for boys of high school age and consisting of outlines for discussion on the specific moral problems of boyhood. Such subjects as habit, honesty, gambling, slang and profanity, sex, alcohol and tobacco, courtesy, self-control, loyalty, citizenship, choice of a life-work and religion are all outlined in a way which provides a basis for lectures, lessons or discussions of each subject. We wish to commend highly the point of approach and attack which the author has followed.

An Introduction to the Study of Language. By Leonard Bloomfield, Assistant Professor of Comparative Philology and German in the University of Illinois. 335 pages. Henry Holt & Company.

Here is presented a summary of what we know about language for the use of students beginning linguistic work. Such knowledge is also desirable for the general reader for something of the nature, history, and classification of language ought to be presented in every scheme of higher education. The author has presented in a simple way the accepted doctrines of the nature and growth of language, the physical basis of language, mental basis, forms of language, and other matters dealing with its development.

A Handbook of Vocational Education. By Joseph S. Taylor, District Superintendent of Schools, New York City. 225 pages. Price, \$1.00. The Macmillan Company.

All superintendents and readers who wish a summary of the data on vocational education will find this volume of service. There has been no attempt made to present theories but simply to show how foreign nations and certain American communities have solved or have tried to solve the problem of vocational education. The material which has been published in pamphlet and magazine form has been digested and summarized.

Stories from Northern Myths. By Emilie Kip Baker. 276 pages, illustrated. Price, \$1.25. The Macmillan Company.

We can heartily recommend this edition of the myths of the Norseland. It is well recognized that these stories appeal strongly to children at a certain stage in their mental development and the author has presented them in a way which will make them most useful. Readers who are familiar with the same author's *Stories of Old Greece and Rome* will need no further information concerning this edition.

The Mental Health of the School Child. Mr. J. E. Wallace Wallin, Ph.D., Professor of Clinical Psychology and Director of Psycho-Educational Clinic School of Education, University of Pittsburgh. Price, \$2.00 net, delivered. Yale University Press, New York City.

Dr. Wallin has made a careful and prolonged investigation of the child mind and his conclusions as set forth in this volume are based on statistical study. The volume contains a large number of tables which will be of unusual interest to those engaged in child study and conditions. The professional position of the author guarantees authenticity.

Progressive School Classics. Beckley-Cardy Company, Chicago.

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An English Grammar. By Alma Blount, Assistant Professor of English in the Michigan State Normal College, and Clark S. Northup, Assistant Professor of English in Cornell University. 387 pages. Price, 80 cents. Henry Holt & Company.

The authors have prepared an advanced English grammar for use in normal schools and the later years of the high school, but the book will also find a place in college classes. Such advanced work is, the authors think, desirable and they have presented a book which will meet the requirements of those who wish a comprehensive and scientific treatment of technical grammar. To a certain extent *An English Grammar* is the type of book which is found in general use in England and contains the same scientific treatment. Any teacher will find it authoritative and valuable for clearing up disputed or difficult points.

Farm Animals. By Dean Thomas F. Hunt, of the College of Agriculture, University of California, and Charles W. Burkett, Editor of *American Agriculturist*. 534 pages. Price, \$1.50. Orange Judd Company.

The authors have prepared a book for high school use which covers the whole field of animal industry, together with the subjects of breeds, breeding, feeding, sanitation, medication and animal products. The material on the whole is well selected and presented and so much practical work is given that teachers will find the book exceptionally useful. Some of the introductory material adds but little to the value of the book as a text but when the authors reach the facts of animal industry itself there is a treatment which has not been surpassed for students either for comprehensiveness or straightforward presentation. The volume is uniform with *Soils and Crops* by the same authors, the two books forming a complete course in agriculture for the high school.

A History of England and Greater Britain. By Arthur Lyon Cross, Professor of European History in the University of Michigan. 1091 pages. Price, \$2.50. The Macmillan Company.

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the requirements of the general student, and the need has been met to a degree by this new work. The older books fail to give an account of the more recent times, while the few later books issued have savored too decidedly of the classroom. Professor Cross has treated the development of the British Empire from a thoroly modern and scholarly viewpoint and has, of necessity, recognized fully the social, economic and intellectual forces and their growth. His treatment of the legal and constitutional side of English history is especially strong. The development of the English common law and of the great statutes is discussed thoroly and in such a way as to give students a clear idea of this important part of English history. It is in this part of the book that the author has done his best work. It must not be supposed that the treatment of the modern period has not been well worked out for such is not the case. The industrial revolution, the extension of the franchise, remedial legislation and colonial and imperial development are given a discussion which will commend itself to all for breadth of view and scholarly presentation of the facts. It is unfortunate that such an extended volume, showing as it does an immense amount of research and thought, should be so monotonous in style.

Morning Exercises For All the Year. By Joseph C. Sindelar. 252 pages. Price, 60 cents. Beckley-Cardy Company, Chicago.

This book contains a complete and systematically arranged set of morning or opening exercises. There is an appropriate literary quotation for each day, interesting stories, anecdotes and poems, birth-day exercises, special day exercises and Bible references. All the material emphasizes moral principles and teaches lessons of proper conduct, right thought, ideals of life, and the appreciation of nature, literature, science and art.

THE TEACHING OF HISTORY AND CIVICS

(Continued from page 269)

The third consideration is: Which method is the more interesting for the pupil? Is it the method that follows the gradual evolution of a nation and its institutions, or is it the selective method of picking out events because of their supposed importance?

The fourth consideration is: Which method leads most quickly and thoroly to the accomplishment of the great aim for which history and civil government are taught, namely, to confer upon each child that part of his spiritual inheritance which is included in a knowledge of those institutions under which liberty and industrial and social progress most fully and easily develop? A moment's reflection will show that the easiest way to teach history is that which involves most fully and completely the cause and effect of events, and which traces the origin and development of existing institutions.

In a word, inquiry into causality should be the

chief means used in the study of history. It is easy for the mind to pass from a preceding event to a consequent event when they stand in the relation of cause and effect. When two events are presented in any other way, they require an arbitrary act of memory, which is always distasteful and never produces an enduring effect. The inquiry as to cause and effect, on the other hand, carries the young mind irresistibly along, and makes study a pleasure. What is arbitrarily memorized and painfully acquired is distasteful, and the mind casts it out, just as the body refuses to assimilate unwholesome food. On the other hand, the pleasure of following up a logical chain of carefully connected events is keen and permanent. Which method, the nation method or the selective event method, lends itself most readily to the determination of cause and effect in history, is the criterion that will finally develop a method that will endure.

I wish to place this idea of causality side by side with three great aims of the teacher in the school, which I have emphasized during the last three or four years.

The first of these aims, as you will remember, is to give special help to the slow or backward child.

The second is to cultivate in both teachers and pupils the habit of concentration—giving the whole mind and energy to the task immediately at hand.

The third is to cultivate the habit of systematic reflection—that is, going over carefully in one's mind the conduct of each task or of each day, in order to discover and correct mistakes or to lay up good precepts for future conduct.

Besides these three fundamental principles of school administration, I place, as of equal importance, the habit of tracing, wherever possible, cause and effect in all phenomena considered. If teachers would regulate their teaching by this procedure it would improve all teaching very greatly in a very brief period.

In order that pupils may have actual experience in governing themselves they should be given some responsibility and some opportunity for self-government by allowing them to manage or take an active part in managing the discipline of the school, the recitation, their own clubs, games, playgrounds, fire drills, opening exercises, entertainments, excursions, class and school libraries, athletic contests or class savings banks.

Pupils should be made to feel their responsibility by being made responsible for something in the preservation of school property, in the tidiness of school premises and school rooms, and thereby learn that mutual assistance and co-operative service are the fundamental principles of all healthy self-government.

Pupils should be led to see that without law, liberty itself is impossible; that infractions of the law are injurious to the people individually and collectively, and that it is the duty of each citizen, young or old, to aid in the enforcement of the law. "Good laws, good administration, and the perpetuity of the government itself depend upon the manner in which the people discharge their public duties."

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A PLAN OF CONTINUATION, ETC.

(Continued from page 266)

The average cost for shop equipment should be approximately ten dollars per child registered in the school. But this shop equipment takes the place of regular classroom equipment, desks, tables, book-cases, blackboards, maps, and charts, etc. In new buildings shoprooms may be finished with less cost than regular classrooms, and less desirable space can be used for shops. As a rule, the special shop and science equipment will not in the end add anything to the total cost of the school plant.

The shop teachers earn their salaries and cost of materials, but take the place of manual training teachers. Manual training teachers, however, should be continued for the children who do not care to work in the productive school shops. The head manual training teacher of each building should be the vocational adviser for the school, should have charge of the employment bureau and the placing of children in the shops. He should also supervise the part-time, improvement and continuation schools. The shopmen should be employees of the building, supply and auditing departments, the work for the shops should be planned by these departments and the value of the productive work should be reported by them. Since the shopmen together with their students can earn the salary of the master workmen and cost of materials in approximately half the working time, ample opportunity is afforded for special school exercises in addition to the productive work.

Not only must the wasted street time of the child, the wasted time of the classroom, the library, the auditorium, the shop and the playground be eliminated; but the time and energy of the teacher must be conserved. It is the business of the administration department of the school to develop and keep the teacher in the best condition to teach, the child in the best condition to be taught, and both in the best possible environment for teaching and learning. A successful study, work and play school provides the best environment for learning and teaching, and develops in the child the right attitude of mind toward the school. The child is thus developed and kept in the best condition to learn and be taught. It has been demonstrated that such a school conserves the energy and time of the teacher. When the children want to know what the school has to teach the teacher's work is comparatively light. In fact no teacher can by any expenditure of energy educate the child. Each child must educate himself. All that the teacher can do is to provide the most favorable environment and stimuli for the child to educate himself. When children are busy educating themselves and the teacher is only a wise director of their efforts the nervous drain of the traditional school disappears.

In Gary the teachers have an eight-hour day. The regular teachers have four hours in the classroom, one hour in the auditorium, one hour in community and application activities, and are expected to give two additional hours either in the school or in their respective homes for preparation of work, study and general duties in relation to their school activities. The playground and shop teachers spend eight hours in the playground or in the shop.

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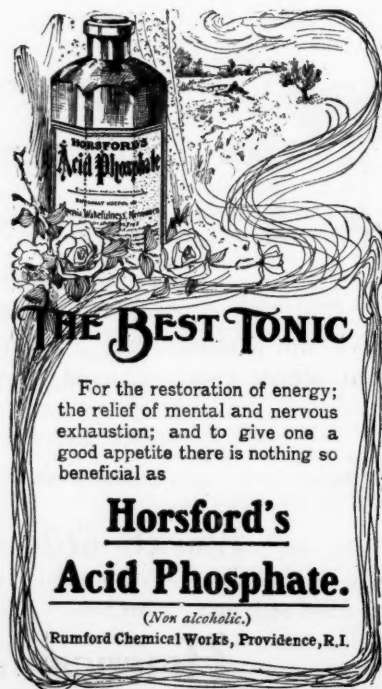
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The teachers take turns in directing the auditorium exercises, but all teachers are present with their classes. Since the shop, play and other special teachers, together with librarians, religious instructors of the churches, etc., can look after the children outside of the classroom and auditorium, it is possible to give the regular teachers only a five-hour school day, four hours in the classroom and one hour in the auditorium. The extra hour in community activities is so valuable, however, that wherever possible it should be utilized. The community hour gives the opportunity for all sorts of civic work, visits to libraries, museums, industries, etc. This hour makes possible the application of school studies at play and at work, and enables the teacher with the children to do nearly all the work of the attendance officer, visiting nurses, and assist greatly in the work of the health department.

When the regular teacher knows the home of the children, the neighborhood in which they live, and comes to look upon her charges as individuals and not as classes, she is better able to meet the needs of each separate child as an individual. This follow-up work in community and application activities gives the class-room work its proper perspective for both teacher and pupil. In no other way that I know can the rigidity of the traditional school be so easily broken up.

EN ROUTE DEPARTMENT

(Continued from page 273)

wards I learned that he was listening to a message from a German cruiser ordering him to stop his ship.

Placidly he listened at the tube, speaking a single word now and then. Leisurely he turned about and scanned the ocean in all directions. The fog was settling again. As abstractedly as though ringing for a glass of ice water, he put his finger on a button which I knew had something to do with the engine room. I was standing with my back toward the bow of our boat, and I nearly fell on my face as the great ship leaped forward. He touched another button—I remembered that button and knew that the bulkheads had closed and that nothing less than a reef, or a torpedo or a mine could open a hole big enough to be dangerous.

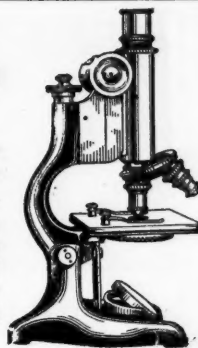
Boom! A quarter of a mile astern I saw something making a series of splashes like those which my brother used to make in the old mill pond by skipping a stone across it, only these were immensely larger and farther apart. The first shot had been a blank, but as we had not stopped they were firing projectiles.

"They're shooting at us" I gasped, staring with terror-stricken eyes at my companion, who was shaking from head to foot. We started to run, but somebody touched my arm. It was our blue-jacket guide. I stopped, and as I did so my eye ran along the boat-deck. So swiftly, yet silently, they had come that I had not noticed them, but those stalwart jack tars were all there, every man in his place, doing his part mechanically, unhurriedly, efficiently. On each cap I read something which I had not noticed before—red letters against the blue cloth—"Royal Naval Reserves."

"Beautiful scenery, isn't it!" I didn't under-

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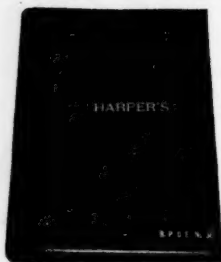
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Many Superintendents, Principals and Teachers now use magazines as part of the requirements for better study upon the part of the scholars, by allowing a portion of school time each day to read and peruse the periodicals after the regular studies have been faithfully performed. This broadens the scholars' horizon of events world-wide through picture and text.

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A Dreadful Trio

There are three common diseases, Scrofula, Catarrh and Consumption. The first and second commonly go hand in hand, and sometimes the third joins them—a dreadful trio!

Why call attention to them?

Simply to tell what will relieve scrofula and catarrh and in many cases prevent consumption. It is Hood's Sarsaparilla.

In the fall the progress of these diseases is most rapid, and we would advise that treatment with this great medicine be begun at once.—Adv.

According to the estimates of the Census Bureau the population of the country has increased more than 7,000,000 since the census was taken in 1910.

The population of all the territory of the United States is now 109,021,992. In 1910 it was 101,748,269. There are now believed to be 98,781,324 persons in the forty-eight States and the District of Columbia, as against 91,972,266 in 1910. Every State is gaining in population, and the gain seems to be distributed pretty evenly over the entire country. The largest gain is credited to Massachusetts, which is believed to have jumped from 2,366,416 to 3,605,522—an increase of more than a million.

New York, Boston and St. Louis are also believed to be growing rapidly, with Chicago and Philadelphia proceeding at a more leisurely pace. New York, which had 4,766,883 inhabitants in 1910, has 5,333,537 at the present time, according to the estimate of the census experts.

stand how anybody could joke under such circumstances, and I glared at the fellow. He smiled and pointed ahead.

Boom! Involuntarily I turned first in the direction of the report, though this time it was far away and faint thru the fog which we had left behind, but I immediately turned back again and looked in the direction of his outstretched arm.

Before us the fog had melted away, and I saw, peeping over the rim of the western horizon with the sunlight full upon her, the gracious, majestic, welcoming Goddess of Liberty.

A MERCANTILE CONTINUATION COURSE

Seattle has just introduced continuation courses for mercantile workers and we submit the outline of the course as suggestive for superintendents who may wish to do similar work in their own communities.

Mercantile Efficiency and Salesmanship

- I.—Arithmetic—rapid calculation in the four fundamental processes, fractions and percentage.
- II.—Spelling—selected from vocabularies in use in mercantile stores, names of streets, etc.
- III.—Penmanship.
- IV.—Business Responsibility and Efficiency:
 - A. Self improvement and development of individual power.
 1. Right thought toward work as a profession.
 2. Development of positive or success qualities.

3. Books and reading.
4. Recreation.
5. Observation of others, etc.
- B. The cultural and economic value of
 1. Courtesy and refinement in speech and manner.
 2. Personal hygiene.
 3. Personal appearance, dress, etc.
 4. Tact and wisdom in dealing with patrons, etc.
- C. Business ethics as mercantile assets.
 1. Honesty.
 2. Loyalty and ambition.
 3. Courtesy.
 4. Self denial.
 5. Industry.
 6. Reliability, etc.
 7. How to develop the above.
- D. Business dignity and duty.
 1. To increase the patronage of your house.
 2. To give the best service possible.
 3. Attention to details.
 4. Know and conform to every rule.
 5. Know your stock.
 6. Know your customers and how to retain them while securing new.
 7. Be a good "team worker," etc.
- E. Other topics.
 1. Meaning and classification of salespersons.
 2. How to correlate class work with store experience.
 3. When to keep and when to change positions, etc.

Peace Anthem.

In connection with the teaching of peace in the New York City public schools the following anthem has been prepared for special use. We present it to the attention of our readers in the hope that it will aid them in doing work of this kind in their schools

Air: "My Country, 'Tis of Thee."

I.

Father enthroned on High!
Humbly Thy children cry
Send Peace on Earth!
May Peace, Prosperity,
Fill earth from sea to sea,
May mankind bend the knee
In fear of Thee!

II.

May Earth no more rehearse
War's songs of crime and curse,
O make war cease!
Death-tube and shrieking shell
Sound for brave men the knell,
Widows the chorus swell—
"God! Send us Peace!"

III.

May mankind's psalm of life
Be Peace instead of Strife,
Filling all earth!
Look down from Heav'n and bless
Earth with Thy Righteousness,
Then reign of Happiness
Shall have its birth!

Wentworth Institute, Boston's most recent addition to its already large number of educational institutions, has already doubled its capacity and its number of students. A number of courses have been added, including the subjects of Foundry Management and Operation, Architectural Construction, Reinforced Concrete and Fireproof Building. The courses in Machine Construction and Tool Design and in Electrical Construction and Operation have proved exceptionally successful. These courses, as well as the others given at Wentworth Institute, aim to increase the average standard of skill and intelligence in all the trades for which it establishes courses.

Twenty free scholarships in the University of Chicago, Northwestern University, the University of Illinois and Cornell University were distributed this autumn to worthy graduates of the Chicago and Cook County High Schools. Examinations in English, one major subject and one minor subject were required and the result together with the candidate's record in the high school and in his school activities formed the basis of the selection. The Chicago Examiner contributed fifteen scholarships; Samuel Insull, three; Charles H. Markham, one, and Francis S. Peabody, one.

The Jeanes Fund, for the improvement of Negro rural schools, co-operated last year with public school superintendents in 118 counties in 12 States. The supervising teachers, paid partly by the counties and partly by the Jeanes Fund, visited regularly in these counties 2,853 country schools, making in all 14,828 visits and raising for purposes of school improvement \$65,413.

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The enrollment at Columbia University is expected to reach the astonishing total of 14,000 students. The summer session accounts for 5,590 of these, a gain of over a thousand above the previous session. Teachers College shows a gain of about 200 students.

St. Louis has established a new department in its school system dealing with the mental health of the school child under the direction of Professor J. E. W. Wallin, recently of the University of Pittsburgh. Dr. Wallin has already made an examination of the children in the schools and finds 344 out of the 76,000 so defective that they need training in special schools.

Moline, Ill., is endeavoring to provide a non-sectarian system of Bible and religious instruction with the public school work. The same plan which has worked so successfully in Colorado is to be followed.

Philadelphia is planning a new course of study in geography which

shall eliminate all matter not of practical value. Conditions in Philadelphia and Pennsylvania are to be used as an introduction to the study and in the case of all states and countries special emphasis will be laid upon the industrial side.

The William Penn High School of Philadelphia, having relegated algebra to an unimportant place will now introduce courses in book salesmanship and library management. This work will be done in co-operation with the publishers and booksellers of the city.

The tentative plans for the Department of Superintendence, at Cincinnati, include a visit to the National Cash Register Plant at Dayton and a special concert by the May Festival Chorus.

Tulane University has established a graduate school of commerce and business, under the direction of Professor Morton A. Aldrich. The New Orleans Chamber of Commerce is co-operating with the university in establishing this work.

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Humors in the blood cause internal derangements that affect the whole system, as well as pimples, boils and other eruptions. They may be either inherited or acquired. They affect all the organs and functions, membranes and tissues, and are directly responsible for the readiness with which some people contract disease.

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The Wearing of Glasses by Young People

It is apparent that more children are wearing glasses than used to be the case, and the question frequently occurs as to the cause of this state of affairs. Are children having too heavy demands made on them, or are glasses being ordered when there is no necessity for them. It is undoubtedly the fact that the average child now-a-days has more schoolwork than formerly, and among all classes the eyes of the child are being used for near work to a greater extent than was the case a generation ago. During the growing period of the child, the outer envelope, or supporting tissue of the eyeball, does not attain its full degree of firmness and hardness, and any strain on the focussing muscles has a tendency to make the eyeball stretch. This stretching of the eyeball is really the condition which is commonly known as near-sightedness, and is caused in most instances by strain in reading. Many people believe that a child may be born near-sighted, but this is not the case. Near-sightedness always occurs from strain, and in the great majority of cases can be prevented, or at least kept down to low degrees. It requires no special knowledge to appreciate the fact that a tissue when stretched is weaker than before and is likely to go on stretching, and this is the danger in near-sighted eyes. Such eyes are apt to stretch and grow worse until the child attains its full growth, and the tissues have a chance to become hard and firm, hence, it is during the period of growth that damage to the eyes is most apt to occur. If the stretching of the eyeball goes beyond a certain point, the delicate nerve tissues inside the eye are apt to become stretched to an extent which they cannot stand, and tears and breaks

occur in them with damage to the sight. These breaks cannot be remedied, nor for that matter can the eye when it is once stretched come back to its normal size. In very high degrees of stretching, even blindness may result. There is a current belief that near-sightedness runs in families, and this, while partly true, is really an unfortunate misconception. Certain families have softer tissues in the eye than others, and their eyes stretch more easily to a certain degree of strain. This should only make such people more cautious to avoid strain and does not by any means imply that it is necessary for such children to be near-sighted. The cause of this strain in the young child is astigmatism. There are other contributing causes, such as a too short eyeball, poor general health, which makes the tissues weaker and less resistant, and also the disposition of the child, some children preferring to sit and read all day rather than to go out and exercise in the open air. All these questions must receive proper attention if near-sightedness is to be prevented, but that astigmatism is the principal cause is well-known. This word is becoming rather familiar, and yet its meaning is constantly misunderstood. Many people suppose that astigmatism means a difference in the two eyes, which is entirely wrong. It is an irregularity of the front part of the eye where the curves should be symmetrical but are not. This irregularity or inequality of the curves makes objects appear blurred. Certain lines in the objects looked at seem fairly distinct, while certain others are blurred, and this causes the eye to make strong muscular efforts to overcome the blur and get a perfectly clear image. The strain brought about to correct the astigmatic image leads to stiffness and cramps of the muscles with headaches, and in severe cases to an actual stretching of the eyeball. The surest way to stop the ever-increasing dangers of near-sightedness is to correct astigmatism by means of properly fitting glasses during the growing period. Recently statistics, according to the *Journal of the American Medical Association*, show that in accordance with this method of treatment, near-sightedness is becoming less. Many children are obliged to wear glasses when reading or during the period of greatest strain, and if the astigmatism is of small amount, they can frequently lay aside the glasses when they have attained their full growth. The greatest amount of strain is during reading or sewing, or any use of the eyes for close work. It is, therefore, much better to allow the child to use glasses during the growing period, at least, and avoid strain, than it is to run the danger of developing a near-sightedness, which is a permanent condition, and which is apt to progress to a point of damaging the vision.

Dr. Frank Damrosch, Director of the Institute of Musical Art, New York City, believes that educators do not sufficiently recognize the fact that music should form a part of the general education of every boy and girl. Writing in the *New York Sun* he says:

Our public schools make provision for it and, wherever it is properly ap-



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plied, secure excellent results. But in the secondary schools and colleges very little is done as a rule, though there are some notable exceptions. The majority of private schools leave music entirely out of the curriculum to the great dissatisfaction of parents whose children have been brought up in an atmosphere of refinement and culture. While it is true that all children are not musical, it is also true that every well-educated man and woman should learn to appreciate music, to know the great composers and some of their works and to cultivate a taste for what is beautiful in music as in everything else. Our colleges should stimulate an interest in good music, not by teaching students to play piano or to work out problems in harmony and counterpoint, but by giving them lectures on the great com-

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